

REPORT
of the
BOARD
of
EDUCATION
of the
DISTRICT
of
COLUMBIA

1926-1930

REPORT
OF THE
BOARD OF EDUCATION
OF THE
DISTRICT OF COLUMBIA

1928-29



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LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION

From an examination of the contents of this report something may be learned of the actual accomplishment under the 5-year building program. Much has been done, but less than was hoped for and contemplated. At the end of the period, portables and part-time classes continue to disgrace the school system of the Capital of the world's wealthiest and most progressive Nation. To attempt to fix the responsibility for this breakdown is an ungracious task and certainly inappropriate here. The most outstanding effort of the Board of Education since the publication of its last report has been its attempt to register publicly the opinion of the taxpayers of the District of Columbia as to the proportionate part of the revenue of the District they desired expended for public education and to remedy existing conditions of overcrowding. The response of the public, through its organized citizens' associations, its trade bodies, and the generous editorial support of the local press, has encouraged the Board of Education to believe that the end of a long and sustained struggle is now in sight.

An event worthy of special mention is the licensing authority imposed upon the Board of Education with respect to degree-conferring institutions in the District of Columbia. The act is penal in character and was designed to safeguard the citizens of Washington and the educational prestige of the city from fraudulent abuse of the incorporating power. The act was not designed to set up standards of educational content or method, and the licenses issued contain a warning against advertising that the issuance of the same involves an indorsement of educational standards or methods or anything more than that the institution licensed is bona fide and meets substantially the minimum requirements of the act.

A complete compilation of the laws relating to public education in the District of Columbia has been prepared, and is now in process of publication. This work was done by a committee consisting of the superintendent of public schools, Doctor Ballou; Mr. Hine, the secretary of the board; and the president of the Board of Education as chairman. Much credit is due the secretary of the board for the completion of this arduous task, the burden of which fell largely upon his shoulders.

It is due to the efforts of the present Board of Education that the legislative authority to erect the two normal schools into teachers' colleges was secured. The way was also paved for the future development of junior college courses for the benefit of the youth of both sexes of the District of Columbia.

The Board of Education reappointed as superintendent for a further period of three years, Dr. Frank W. Ballou. In so acting the board has testified in the most practical way its complete satisfaction with the exceedingly able and conscientious manner in which, under its authority, Doctor Ballou has administered the public-school system of Washington.

CHARLES F. CARUSI,
*President of the Board of Education
of the District of Columbia.*

OCTOBER 14, 1929.

SCHOOL CALENDAR

1929—Opening day of school for teachers: Friday, September 20, 1929.
Opening day of school for pupils: Monday, September 23, 1929.
Thanksgiving vacation: Thursday, November 28, and Friday, November 29, 1929.
Christmas vacation: Tuesday, December 24, to Tuesday, December 31, 1929, inclusive.
1930—New Year's Day: Wednesday, January 1, 1930.
Easter vacation: Friday, April 18, to Sunday, April 27, 1930, inclusive.
Memorial Day: Friday, May 30, 1930.
Closing day of school for pupils: Wednesday, June 18, 1930.
Closing day of school for teachers: Friday, June 20, 1930.
Opening day of school for teachers: Friday, September 19, 1930.
Opening day of school for pupils: Monday, September 22, 1930.

DIRECTORY OF BOARD OF EDUCATION

1928-29

OFFICERS OF THE BOARD

Mr. CHARLES F. CARUSI, *President*.
Dr. H. BARRETT LEARNED, *Vice President*.
Mr. HARRY O. HINE, *Secretary*.
Dr. FRANK W. BALLOU, *Superintendent of Schools*.

Mr. Charles F. Carusi	818 Thirteenth Street NW.
Mr. Henry Gilligan	Otis Building.
Mrs. William C. McNeill	1423 T Street NW.
Mr. Isaac Gans	Saks & Co.
Mrs. Henry Grattan Doyle	5500 Thirty-third Street NW.
Rev. F. I. A. Bennett	651 Eleventh Street NE.
Dr. H. Barrett Learned	2123 Bancroft Place NW.
Mrs. Philip Sidney Smith	3249 Newark Street NW.
Dr. J. Hayden Johnson	1842 Vermont Avenue NW.

1929-30

TERM EXPIRES JUNE 30, 1930

Mrs. Philip Sidney Smith

Rev. F. I. A. Bennett

Mr. Isaac Gans

TERM EXPIRES JUNE 30, 1931

Dr. H. Barrett Learned

Dr. J. Hayden Johnson

Mrs. Henry Grattan Doyle

TERM EXPIRES JUNE 30, 1932

Mr. Charles F. Carusi

Mr. Henry Gilligan

Mrs. William C. McNeill

The Board of Education organizes each year at its first meeting in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3:30 p. m. in the Franklin Administration Building, Thirteenth and K Streets NW.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1928-29, which ended June 30, 1929. The matters discussed in this report are so clearly indicated in the table of contents that it is not necessary to introduce the report to the reader.

It is my pleasure to advise the board that the *esprit de corps* among all employees of the Board of Education continues to be highly commendable. At all times the press has shown an unusually keen interest in educational progress in the District of Columbia and in the efforts of school officials to bring about that progress. There continues to be a fine working relationship among the Board of Education, the commissioners, the Bureau of the Budget, and the committees of Congress, as evidenced by their uniform desire to provide a satisfactory public-school system in the Nation's Capital.

I desire to assure the Board of Education of the high purpose and devoted service of the officers, teachers, and other employees of the Board of Education, on whose service the success of the school system so largely depends. The officers, teachers, and other employees join whole-heartedly with the Board of Education in our common undertaking to provide proper education and training in the public schools for the citizens of to-morrow.

Finally, I desire to thank the Board of Education for my re-election for a fourth term beginning July 1, 1929. For nine years it has been my pleasure to serve as superintendent of schools in this city. It has been a period of real educational progress. It shall be my earnest purpose to devote all my professional resources to the continuance of that progress. For the uniform courtesy and helpfulness of the Board of Education at all times, I desire to record my grateful appreciation.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

REPORT OF THE BOARD OF EDUCATION, 1928-29

SECTION I. THE SCHOOL YEAR 1928-29

The school year ending June 30, 1929, witnessed an unusual number of changes in administrative procedure and expansion of the school system, intended to improve the organization and administration of the public schools.

The character of the changes of administrative procedure will be indicated by such topics as the reorganization and consolidation of Divisions I-IX, the establishment of higher qualifications for teachers, and a better provision for the conduct of the business affairs of the school system.

The expansion of the school system to meet increased enrollment and to enlarge the educational program may be illustrated by such topics as the opening of new schoolhouse accommodations, the adoption of a new type of elementary school building, the changes in the use of public-school buildings, the organization of classes for crippled children, and the establishment of teachers' colleges.

1. OPENING OF NEW SCHOOLHOUSE ACCOMMODATIONS

The progress made during the past school year in providing additional permanent schoolhouse accommodations for public-school pupils will be indicated by the following information regarding the buildings or additions to buildings that were opened during the school year 1928-29:

School and division	Capacity		Description	Date of occupancy
	Number of elementary class-rooms	Number of high-school pupils		
Elementary schools:				
Barnard (III).....	8		Addition including assembly-gymnasium.....	Sept. 6, 1928
Key (I).....	4		New building.....	Nov. 1, 1928
Margaret Murray Washington Vocational School for Girls.....	8		Addition.....	Dec. 13, 1928
Wheatley (VI).....			Assembly-gymnasium.....	Dec. 31, 1928
Bryan (VII).....	6		Addition.....	Apr. 8, 1929
Junior high schools:				
Gordon.....	12	225	New building.....	Nov. 3, 1928
Garnet-Patterson.....	12	225	do.....	Dec. 19, 1928
Senior high schools:				
McKinley.....		1,800	do.....	Sept. 17, 1928
Total.....	50	2,250		

2. NEW TYPE ELEMENTARY SCHOOL BUILDINGS

At the meeting of the Board of Education held October 3, 1928, the board adopted as the type plan for elementary schools a 2-story building in lieu of the 3-story structure that had theretofore been considered the typical elementary-school plan.

The former type of building for elementary schools was of the extensible type. The educational, as well as accessory, facilities were so distributed in the type plan for this building that one-half of the building could be constructed and suitably used, the construction of the remaining portion to take place when such additional facilities were needed. One of the important considerations prompting the adoption of the 2-story type is that it provides greater elasticity in construction.

A full description of this new type of elementary school was written by Mr. Robert L. Haycock, assistant superintendent in charge of elementary schools, and published in *School Life* for June, 1929. This article follows:

Schoolhouse construction in the National Capital has been moving forward steadily under the impulse of its 5-year building program involving an expenditure of approximately \$20,000,000. This program received the legislative sanction of the Congress of the United States, approved by the President in 1925.

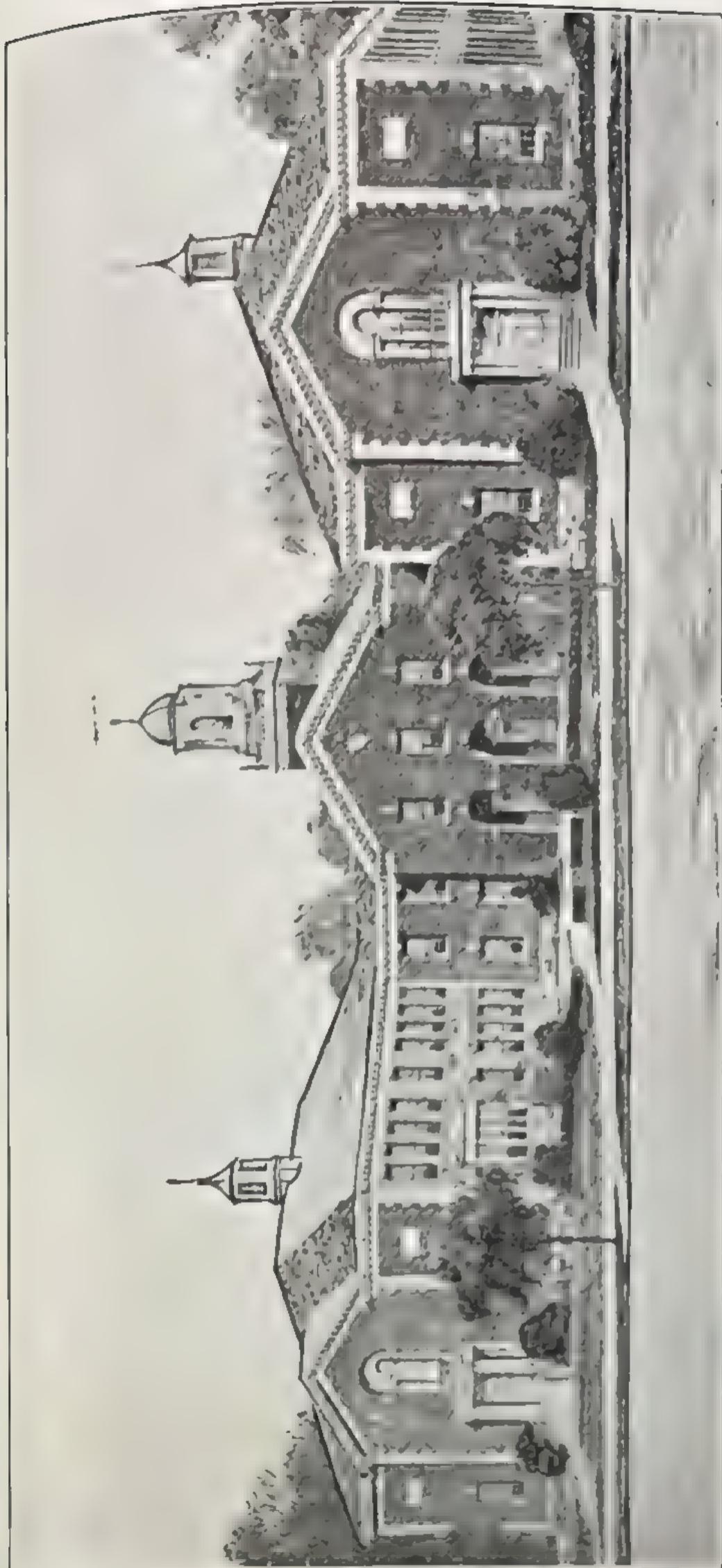
The purpose of the act, as stated in its preamble, was "to provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia." Another aim stated in the law was "to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations."

Under the provisions of this law, 15 new elementary-school buildings and 27 additions to existing buildings were authorized. The same legislation also provided for eight new junior high schools and additions to five existing junior high schools.

This ambitious building program centered a task of vast proportions in the office of Albert L. Harris, municipal architect of the District of Columbia. Accompanied by Dr. Frank W. Ballou, superintendent of schools, and others, the architect visited a number of leading cities, especially those engaged in extensive schoolhouse construction, to consult school architects, to see the latest types of buildings, and to gather available information essential for the launching of the big program.

Washington, like many other cities, has been changing its 8-4 plan of school organization into a 6-3-3 plan, whereby senior and junior high school units and elementary-school units are to occupy separate buildings. What Mr. Harris desired to evolve, therefore, was a distinctive junior high type of building and a suitable elementary type adapted to the needs of children in grades 1 to 6. It was decided that these buildings should not be larger than 16 to 20 rooms for elementary buildings, and the capacity of junior high schools be 800 to 1,000 pupils. It was to be expected that difficulties would be experienced by the architect in projecting a single type of building satisfactory for all conditions. Here and there modifications have been necessary because of size of site, contour of ground, and other such conditions. In general, however, the architect has found it desirable to set up his plans around a common model.

All excavating was reduced to a minimum because construction below ground is expensive and such rooms are usually undesirable for school purposes. The only excavated area is that set apart for the heating plant and the janitor's quarters. A 3-story plan was developed for junior high schools, and a basement and 2-story plan (all above ground) was at first adopted for the elementary-school type. On the basement floor in the elementary building provision was made for kindergarten, special activities, lavatories, and play rooms.



THE FEATURES OF THE RECENTLY ADOPTED PLAN FOR ELEMENTARY SCHOOL BUILDINGS IN WASHINGTON INCLUDE A CENTRAL AUDITORIUM AND CLASSROOMS IN THE WINGS

This kind of building was not altogether satisfactory for young children; it was practically a 3-story building; the children were too far from lavatories, and there was waste space on the basement floor. Although these first elementary buildings were compact and comparatively economical from the standpoint of cubage, they gave one a feeling of restriction and afforded little opportunity for architectural elaboration.

A more desirable type of elementary school has been developed recently by Mr. Harris, more pleasing in proportions and ornamentation, and better adapted to all purposes. Whereas the former type was shaped like the letter T, the new type may be conceived as like the letter E, with the tongue of the letter reversed. Reduced to two stories, the building covers more ground area. Between two wings a central auditorium unit, ornamented by an attractive cupola, is set back, thus affording more light and air to all parts of the structure. Using the colonial style of architecture, many pleasing effects have been developed here and there in a most satisfactory way. The approach to the main entrance is made attractive by appropriate landscaping and by a small fountain if desired. Improving the outlook upon this garden spot, bay windows are provided in the rooms facing the front area from the two wings.

Systematic study and attention is given in Washington to the proper treatment of the grounds surrounding school buildings. If a thing of beauty is to be a joy forever, there is good reason for making school surroundings more attractive. Evergreens, privet hedges, and ornamental shrubs are now used in landscaping in connection with the development of lawns, especially at the fronts of the schools. At the rear are the play spaces, and if areas are large enough, a vegetable garden is appropriately placed. If possible, a concreted area is conveniently located near the building for outdoor physical exercises. Teachers look upon this as especially desirable at times when the ground is soft or muddy during spring thaws.

On the ground floor a combination assembly-gymnasium is provided in the central unit. Because of the age of the children very simple equipment is installed for the gymnasium. A moving-picture booth is provided. In each wing two lavatories have been provided on each floor. There is an industrial arts room for boys, and another for girls, equipped appropriately to meet their respective needs. Offsetting the additional cubage required in this type of building, the architect has installed at the rear of each classroom wardrobe cupboards for the children's wraps instead of the usual cloakrooms. On the second floor over the main entrance is a large alcove which may be used very effectively for exhibits or as a museum. There have been provided an office for the principal, the usual storerooms, and a well-equipped teachers' room with a kitchenette.

Taking it all in all, there are reasons for believing that this new type of school which has been developed in the Nation's Capital is a decided step forward in attractive school building, well adapted to elementary children, and affording opportunities for instruction along the most acceptable modern lines.

3. RULE ON POLLING BOARD MEMBERS

Regular board meetings are held on the first and third Wednesdays of each month. Matters of importance that the school officials are not authorized by the rules of the Board of Education to handle sometimes arise between meetings. Under such circumstances the superintendent of schools has requested the secretary of the board to advise members on the matter and secure their vote.

At the meeting of the Board of Education held July 2, 1928, the president of the board called the attention of the board to the fact that the rules were silent regarding the matter of polling the board. He called the attention of the board to the desirability of incorporating in the rules such provision. The board referred the matter to the committee on rules for consideration and report.

Accordingly, at the meeting of the board held October 17, 1928, the committee on rules recommended the following rule, which was

adopted by the board, due notice having been given as required by the rules of the board:

The president, on his own initiative, or at the request of any three members of the board or at the request of the superintendent of schools, may direct the secretary to poll the members of the board on any matter, requiring board action, where such action is necessary before the stated meeting of the board, and it is deemed inadvisable to call a special meeting. Provided the unanimous vote of members in the city be obtained such vote to be not less than a majority of the board, the result of such poll shall constitute the action of the board, and shall be so reported to the president; such action shall also be incorporated in the minutes of the succeeding regular meeting of the board.

4. CASES OF MR. W. J. WALLACE AND MRS. GERTRUDE WOODARD

At the meeting of the Board of Education held January 2, 1929, the decision of the Comptroller General of the United States in the cases of Mr. W. J. Wallace and Mrs. Gertrude Woodard was placed before the board.

These cases were presented to the Comptroller General for a ruling by the auditor of the District of Columbia at the request of the Board of Education, since the board did not feel justified in accepting the ruling of the auditor, whose views regarding these cases differed from the views of the school officials and the Board of Education. The views of the board and the school officers are sustained by the comptroller's decision.

The cases are of such importance that the complete decision of the Comptroller General is submitted herewith for the information of the teachers, officers, and the public.

DECEMBER 15, 1928.

THE PRESIDENT BOARD OF COMMISSIONERS OF THE DISTRICT OF COLUMBIA.

SIR: Consideration has been given to your letter of October 18, 1928, as follows:

"The Commissioners of the District of Columbia have the honor to inclose herewith a report made to them by the Auditor of the District of Columbia regarding the pay of W. J. Wallace and Mrs. Gertrude Woodard, school-teachers in the public schools of the District of Columbia, and to request your opinion on the following questions:

"1. Is the estate of W. J. Wallace entitled to compensation for the period between September 1, 1926, and September 19, 1926?

"2. Whether the board of examiners in the public schools following an original certification for longevity placement, based on previous teaching experience, may subsequently issue a revised certification legally retroactively effective for the payment of additional compensation in the case of Mrs. Gertrude Woodard?"

With respect to the Wallace case, the report referred to in your letter contains a statement as follows:

"1. *Case of W. J. Wallace, deceased.*—The Board of Education submitted to the auditor a pay roll in favor of the estate of W. J. Wallace, deceased, in the sum of \$87.66, covering compensation for the period September 1, 1926, to September 19, 1926. It appears from the evidence in this case that Mr. Wallace reported for duty on September 17, 1926; that he died on September 19, 1926; and that he actually did not teach during that period, as the school year for teaching purposes began on September 20, 1926. The Board of Education maintains that September 17, 1926, the date on which Mr. Wallace reported for duty, was the opening day of school and that he performed all duties required of him under the rules of the Board of Education and that his estate is entitled to compensation for the period beginning with September 1, 1926, and ending September 19, 1926, the day of his death.

"The act of Congress approved May 26, 1908 (35 Stats. 291) provides:

"That the salaries of all teachers, and clerks and librarians in the high and manual training schools, duly elected, whose services commence with the

opening day of school and who shall perform their duties, shall begin on the first day of September and shall be paid in 10 monthly installments, the first payment to be made on the first day of October, or as near that date as practicable, and the payment for the month of June to be made upon the completion of the school term in June: *Provided*, That the salaries of other teachers shall begin when they enter upon their duties.'

"The difference of opinion between the school authorities and the auditor is with regard to the meaning of the words 'opening day of school.' The interpretation placed upon the law by the auditor is that the 'opening day of school' is the day on which the pupils attend school for educational purposes. The Board of Education maintains that the 'opening day of school' is any day that may be fixed by the Board of Education under the rules of the board for teachers to report prior to the day on which the children actually attend school sessions."

The phrase "opening day of school" would ordinarily refer to the first day the pupils are required to attend the schools for instruction. But the phrase is used in the statute with relation to the duties of the teachers and not with relation to the duties of pupils. Accordingly, it is only in connection with the duties of the teachers that the interpretation should be made. The activities of the public schools in the District of Columbia, including the duties of teachers, their periods of service, leaves of absence, etc., are governed by the Board of Education through orders, rules, and regulations. There can be no question but that the Board of Education has authority to determine each year the opening day of school. Therefore, the "opening day of school" as used in the statute is held to refer to the day specifically fixed by the Board of Education, whether or not that day coincides with the day the pupils are first required to report for instruction. There has not been overlooked the following statement made in decision of the Comptroller of the Treasury, dated December 7, 1909, (16 Comp. Dec. 367, 369), construing this same phrase: "The 'opening day of school' clearly refers to the actual day in September when school opens." This sentence would appear merely to transpose the words of the phrase which was not construed with relation to the question here involved.

In memorandum dated November 13, 1928, signed by the assistant superintendent and superintendent of schools, forwarded with your letter of November 13, 1928, it is stated:

CASE OF W. J. WALLACE

"Sections 5 and 6 of Chapter XI of the By-Laws, Rules, and Regulations of the Board of Education of the District of Columbia provide as follows:

"SEC. 5. (1) The annual leave of absence of teachers and librarians shall extend from the day in June designated by the Board of Education as the closing day of school to the day in September designated by the Board of Education as the opening day of school unless otherwise ordered by the Board of Education or a responsible administrative officer of the board.

"SEC. 6. (1) Teachers may be absent from duty because of personal sickness, the presence of contagious disease, death in the home, or pressing emergency.

"(2) In such absence, notice shall be forthwith communicated to the next higher administrative or supervisory officer who shall promptly provide a substitute.

"(3) Except when annual substitutes are provided the teacher shall pay the substitute, through the proper administrative or supervisory officer, at the rate of pay fixed by the Board of Education for each day of actual services.

"(4) When annual substitutes are provided deductions shall be made from the teacher's salary by the office of finance and accounting at the rate of pay fixed by the Board of Education for each day of actual service."

"Section 1 of Chapter XII of the By-Laws, Rules, and Regulations of the Board of Education of the District of Columbia provide as follows:

"SECTION 1. (1) The school year shall commence on the first day of July in each calendar year and shall end on the last day of the following June.

"(2) The Board of Education annually shall designate the opening day of school in September.

"(3) The Board of Education annually shall designate the closing day of school in June."

"The Board of Education at the meeting held on April 7, 1926, fixed the opening day of school as September 17, 1926, as shown by the following entry appearing in the minutes of said meeting:

"The closing day of school for June and the opening day in September, applicable for teachers and officers were named by the superintendent for the board's approval. The following designated dates were officially fixed: Closing day, Friday, June 25; opening day, Friday, September 17."

"W. J. Wallace was first appointed a temporary teacher in the public schools of the District of Columbia on February 1, 1921, and served continuously under temporary appointment from that date until September 19, 1926. He reported for duty on September 17, 1926, the opening day of school as prescribed by the Board of Education, *supra*, and performed all duties required of him under the rules of the Board of Education of the District of Columbia. He died on September 19, 1926.

"A teacher absent on the opening day of school in September who has complied with the requirements of paragraph 2, section 6, Chapter XI of the By-Laws, Rules, and Regulations of the Board of Education of the District of Columbia, *supra*, is provided with (a) an annual substitute or (b) if an annual substitute be not available a regular substitute. Such teacher is paid in accordance with the provisions of the act of May 26, 1908, *supra*, from the 1st day of September and if an annual substitute has been provided the rate of substitute pay is deducted from his salary or if a regular substitute is provided, the teacher is required to pay the said regular substitute at the rate prescribed by the Board of Education.

"A teacher who is absent on the opening day of school in September and who has not complied with the requirements of paragraph 2, section 6, Chapter XI, of the By-Laws, Rules, and Regulations of the Board of Education of the District of Columbia, *supra*, is not provided with either an annual or regular substitute and is paid in accordance with the provisions of the act of May 26, 1908, *supra*, beginning with the day upon which he enters upon his duties. Such a teacher is not paid from the 1st day of September even though he may actually teach all of the teaching days during the month of September.

"The foregoing procedure is followed in the case of every teacher in the public-school system without a waiver or modification."

If this teacher had been absent from duty on Friday, September 17, 1926, it is understood from the above that he would have had to pay for the services of a substitute and that the day was otherwise considered as a day of duty for the teachers in general. The teacher in this case reported for duty on the day specifically fixed by the Board of Education as the opening day of school and performed all the duties required of him on that day. Under the terms of the act of May 26, 1908, *supra*, he earned salary for the period September 1 to September 19, inclusive, the latter date being the date of his death, it being understood that another teacher did not succeed to his position and salary until the next day, September 20, 1926. You are advised, therefore, that question 1 is answered in the affirmative.

In his memorandum of October 11, 1928, the auditor states the facts and the question involved in the case of Mrs. Gertrude H. Woodward as follows:

"2. *Case of Mrs. Gertrude Woodard.*—The Board of Education submitted to the auditor, and the auditor refused to approve for payment and certification to Congress for the required appropriation, a pay roll in favor of Mrs. Gertrude Woodward, a teacher in the Miner Normal School, the amount of the pay roll being \$49.33 and covering the period between October 3, 1921, and June 30, 1926. The facts in the case are as follows:

"Mrs. Woodard was appointed a teacher in the Miner Normal School on October 3, 1921. Previous to her appointment in the public schools of the District of Columbia Mrs. Woodard had had teaching experience in the Agricultural and Mechanical College at Normal, Ala., from September, 1903, to June, 1905, and at Tuskegee Institute, Tuskegee, Ala., from September, 1905, to June, 1908. At the time of her appointment in the public schools of the District of Columbia the local board of examiners certified that she had had teaching experience in accredited schools during a period of five years and that she was entitled to longevity placing of four years because of that experience. On the basis of this certification the salary of Mrs. Woodard was adjusted and paid to December 31, 1926. On January 10, 1927, the board of examiners of the public schools of the District of Columbia filed with the auditor a revised certification showing that Mrs. Woodard was entitled to placing of five years because of the teaching experience above set forth from the date of her entry in the service of the public schools of the District of Columbia on October 3, 1921. On the basis of this revised certification the necessary adjust-

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ments were made by the school authorities in the salary of Mrs. Woodard beginning January 1, 1927, and pay rolls to cover the additional longevity allowance from October 3, 1921, to December 31, 1926, were submitted to the auditor of the District of Columbia for payment.

"The auditor of the District of Columbia has recognized the right of the board of examiners to revise the longevity placing in this case and has approved settlement of the additional longevity allowance for the school year beginning with September 1, 1926, on the revised certification of the board of examiners of January 10, 1927, but he disallowed and refused to certify to Congress for a deficiency appropriation as an audited claim to cover the payment of any longevity allowance for any period prior to September 1, 1926, for the reason that the corrected longevity placement certification should not be given such extended retroactive effect, namely, October 3, 1921, to September 1, 1926. In other words, the auditor recognized the right of Mrs. Woodard to additional longevity allowance for the school year current with the revised certification of the board of examiners, but was not willing to go back of that year. The school authorities contend that the revised certification of the board of examiners is effective beginning with October 3, 1921, and that as a mistake was made in the original certification Mrs. Woodard is legally entitled to payment of the additional longevity increment for the period between October 3, 1921, and September 1, 1926."

Reference has been made to the acts of June 20, 1906, 34 Stat. 319; May 18, 1910, 36 Stat. 393; June 6, 1912, 37 Stat. 156; and June 4, 1924, 43 Stat. 367, 373, and the rules and regulations of the Board of Education issued pursuant thereto, controlling longevity placement of teachers. It is understood that there is no question under the statutes or rules or regulations as to the right of the teacher to the longevity placement as fixed pursuant to the later administrative certificate, but only as to the retroactive effect thereof.

In the above-mentioned memorandum signed by the school officials, dated November 13, 1928, it is stated with respect to the two administrative certificates controlling the longevity placement of this teacher, as follows:

"Mrs. Gertrude H. Woodard was appointed a teacher in the public schools of the District of Columbia on October 3, 1921. Previous to this appointment she had had teaching experience in the Agricultural and Mechanical College at Normal, Ala., from September, 1903, to June, 1905, and at Tuskegee Institute, Tuskegee, Ala., from September, 1905, to June, 1908. Immediately following her appointment Mrs. Woodard filed with the board of examiners certificates covering her service in the two foregoing schools. The certificate covering the teaching experience in the agricultural and mechanical college showed during the year 1903 to 1904, two classes in Latin and one class in English. On the basis of this information the board of examiners certified that, together with the experience in the Tuskegee Institute, this teacher was entitled to longevity placement of four years. Credit for three years was given to the teaching experience in the Tuskegee Institute and credit of only one year being given to the experience at the agricultural and mechanical college. Longevity placing was certified in the latter school for only one year, although the actual school years of service was two, because the total teaching experience certified to the board of examiners, which was only the equivalent of one and twenty-eight eightieths of the year of teaching experience.

"On December 1, Mrs. Woodard filed with the board of examiners a revised certification covering her teaching experience in the agricultural and mechanical college showing in addition to the classes hereinbefore specified that during the school year 1903 to 1904, she taught two classes in methods and that during the school year 1904 to 1905 she also taught two classes in methods. The board of examiners reviewed the longevity placing theretofore certified in this case and found that total teaching experience of this teacher at the agricultural and mechanical college, considering the additional classes reported under date of December 1, 1926, was two and one-quarter years combined with teaching experience at the Tuskegee Institute entitled this teacher to a longevity placement of five years, and the board of examiners so certified.

"A copy of each of the certificates referred to above is transmitted herewith.

"All of the adjustments in the certification of the longevity placement in this case were made in accordance with the acts of May 26, 1908, May 18, 1910, and June 26, 1912, and the rules adopted by the Board of Education on September 18, 1912, supra. The modified certificate of longevity placement was one of fact only, the school being an accredited school and the determination of

the total experience to be credited resting solely upon the certifications produced by the teacher involved and verified under oath by the principal of the agricultural and mechanical college."

It is not specifically provided in any of the statutes that the longevity placement of the teachers depends on a certificate by the Board of Education or otherwise. The right to longevity placement depends on the actual number of years of experience in teaching in accredited schools. It is within the jurisdiction of the board to fix by regulation what are accredited schools and what is experience in teaching, but having done so, the application thereof to the Board of Education. The right to correct longevity placement pursuant to the statute and regulations is absolute, whether the facts disclosed on the basis of which the longevity placement was made were accurately or inaccurately stated in the first instance. Upon the discovery that a longevity placement was based on an inaccurate statement of facts, the matter is authorized to be adjusted as of the date of the original unlawful longevity placement. There is not involved in such an adjustment a retroactively effective promotion, or retroactively effective exercise of discretion by an administrative office, or change in an administrative certificate which vested rights in the Government or in a teacher which might not be disturbed, but only the correction of an original action authorized and required by law. You are advised, therefore, that question 2 is answered in the affirmative.

Respectfully,

J. R. McCARTY,
Comptroller General of the United States.

5. NAMING OF PARTS OF SCHOOL BUILDINGS

At the meeting of the Board of Education held April 17, 1929, the superintendent called the attention of the board to three specific proposals that had been made to him to designate auditoriums or other parts of buildings by some name other than the name carried by the school. These suggestions were:

- (1) That auditoriums in elementary schools be given names other than that of the school itself.
- (2) The naming of a museum in honor of a distinguished former principal still living, though retired.
- (3) The naming of a library in an elementary school in honor of a former principal, now deceased.

This matter was brought to the attention of the board in order that, in view of these various suggestions, the board might adopt a definite policy on the subject.

After due consideration, by formal vote the board agreed that as a policy the board would not name parts of school buildings.

6. RULE ON PROCEDURE IN SELECTION OF SCHOOL SITES

Past experience in the acquisition of land for public-school purposes has led to the adoption by the Commissioners of the District of Columbia of a policy of negotiating for the purchase of school sites with as little publicity as possible. After the assistant to the engineer commissioner, who has charge of negotiating for school sites, has made his preliminary investigation, has secured prices, and is ready to make his recommendation to the Board of Commissioners, it becomes necessary to adopt some procedure whereby the formal assent of the school officials and the board may be secured without publicity. Thus far in the negotiations the advice and counsel of the school officials has been informal.

By the rules of the board, the committee on buildings, grounds, and equipment is charged with the responsibility of considering the selection of sites. In order that that committee might continue to function in that respect, and in addition that the conclusions of the committee might be accepted by the Board of Commissioners as the conclusions of the Board of Education, the board adopted at its meeting on April 17, 1929, the following revision of the rules of the board relating to the functions of the committee on buildings, grounds, and equipment:

Provided, That in the case of advising the commissioners or any of their representatives regarding the purchase of a school site, the conclusions of the committee shall be considered the conclusions of the Board of Education, provided due notice shall have been given to all members of the board in the call for the committee meeting that the purchase of said site would be considered at said committee meeting.

7. NAMING OF SCHOOL BUILDINGS

At the meeting of the Board of Education held May 1, 1929, the special committee on the naming of school buildings, consisting of President Carusi, Mrs. Smith, and Doctor Johnson, proposed names for the following schools, which names were approved by the Board of Education:

(1) The Anthony Bowen School, as the name for the new school to replace the old Bell-Cardozo. That name was honored in past years while in Divisions X-XIII, and until the transfer of the building formerly named Anthony Bowen to Division VIII. This is simply a resumption of the name of a leader long held in high regard.

(2) The Alice Deal Junior High School for the new Junior High School in the Reno section. The late Miss Alice Deal was the local pioneer in the establishment of junior high schools. She was possessed of the highest qualities of educational leadership. The selection of this name, moreover, was almost universally sought by many civic organizations, civic groups, and leading citizens.

(3) The Charles William Eliot Junior High School, for the new junior high school in the vicinity of the Kingsman School. In placing this name upon the facade of a Washington school building, the school system is honoring itself rather than the prominent educator of a half century and the former beloved head of Harvard University.

8. THE FUNCTIONS OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF BUILDINGS AND GROUNDS

Since July 8, 1924, the position of assistant superintendent in charge of business affairs has existed in the school system. In general, this officer has had charge of all business affairs of the school system. It became apparent to the school officials almost at once that this officer could not possibly discharge all of the functions that relate to the business affairs of the school system. Moreover, certain functions, such as the supervision of buildings and grounds and the janitorial staff, were accordingly never assigned to this officer.

The report of the Bureau of Efficiency on its study of the school system, issued in 1928, contained a recommendation that a new position of assistant superintendent in charge of buildings and grounds be created. The appropriations act for 1930 contained financial provision for such an officer and the establishment of his office.

About 75 applications were received for the position. It was the general understanding that this appointment should meet with the approval not only of the superintendent of schools and the Board of Education, but also of the Commissioners of the District of Columbia. The superintendent of schools organized a committee, consisting of the superintendent, the two first assistant superintendents, the assistant superintendent in charge of elementary schools in Divisions I-IX, and the assistant superintendent in charge of business affairs, together with Maj. L. E. Atkins, assistant to the engineer commissioner, designated by the Board of Commissioners to represent them. After careful examination of the applications, the committee interviewed at length about 25 candidates.

On the basis of the evidence, the committee selected the names of the five candidates, who in the judgment of the committee were most outstanding.

The superintendent of schools then submitted this list to the Board of Commissioners with the request that the commissioners indicate whether they had any objections to any of the five candidates. As indicated elsewhere in this report (see pp. 9-10 of Section II), the Board of Education, on recommendation of the superintendent of schools, approved the appointment of Mr. Jere J. Crane. The commissioners had already indicated no objection to the appointment of Mr. Crane.

Since this new officer was to assume charge of functions heretofore exercised by educational officers, was to take up functions not heretofore covered by any officer, and was to relieve the assistant superintendent in charge of business affairs of some of the functions formerly assigned to his office, it became necessary to define in the rules of the Board of Education not only the functions of this new officer, but also the revised functions of the assistant superintendent in charge of business affairs.

For the information of the public, the rules covering the definition of the functions of these two officers are included herewith.

SEC. 4. (1) The first assistant superintendent in charge of buildings and grounds shall be the superintendent's chief deputy in that field.

(2) He shall have immediate charge of and be responsible for the supervision of all matters pertaining to the construction, repair, improvement, and maintenance of buildings and grounds of the school system in accordance with the policies of the educational officers.

(3) He shall represent the school system in the planning and construction of new school buildings and additions to buildings.

(4) He shall supervise and direct the repair, alteration, and improvement of all buildings, the improvement of grounds surrounding buildings, and the delivery, installation, repair, and replacement of all equipment and furniture.

(5) He shall have immediate supervision and control of the superintendent of janitors, the assistant superintendents of janitors, and the cabinetmaker, and, through their supervisory officers, shall have general supervision and direction of the work of all engineers, janitors, matrons, caretakers, and other employees of the janitorial and custodial staff.

(6) He shall serve as the channel of communication on all matters pertaining to the construction, repair, improvement, and maintenance of buildings, grounds, and equipment of the school system between the employees of the school system and the Federal or District Government, or with persons not connected with said Governments.

(7) He shall be responsible for the progressive development of the functions of the school system of which he has charge, in accordance with the most approved principles of organization, administration, supervision, and management.

(8) The first assistant superintendent in charge of buildings and grounds is subordinate in rank to the superintendent of schools; he is equal in rank to the other first assistant superintendents; in the maintenance and care of buildings, grounds, and equipment he is superior in rank to every other administrative and supervisory officer in the school system.

Sec. 7. (1) The assistant superintendent in charge of business affairs shall have immediate charge of and be responsible for the general direction and supervision of the financial transactions, property accountability and responsibility, and other matters pertaining to the business management of the school system.

(2) He shall supervise and direct the procurement of all furniture, equipment, books, and supplies, in accordance with the policies of the educational officers.

(3) He shall have immediate supervision and control of the office of finance and accounting and the public school warehouse.

(4) He shall certify all requisitions for furniture, equipment, books, and supplies, and approve all vouchers to cover materials purchased for the school system.

(5) He shall serve as the channel of communication on all matters pertaining to the business administration of the school system between the employees of the school system and the Federal or District Government, or with persons not connected with said Governments.

(6) He is responsible for the progressive development of the business aspects of the school system, in accordance with the most approved principles of organization, administration, and management.

(7) The assistant superintendent in charge of business affairs is subordinate in rank to the first assistant superintendents and the superintendent; he is equal in rank to the other assistant superintendents; in business affairs he is superior in rank to every other administrative and supervisory officer in the school system.

9. REORGANIZATION OF DIVISIONS I-IX

In 1924 the Board of Education agreed to the general policy of gradually reducing the number of supervising principals in the school system. This action, together with other proposed changes in the administrative and supervisory staff, were incorporated in a bill that was introduced into Congress. This bill did not become a law, but the Board of Education has proceeded with the plan of reorganization as opportunity has presented itself. In view of the retirement of Dr. E. G. Kimball, supervising principal of the third division, on June 30, 1929, a further opportunity presented itself for reorganizing the administrative and supervisory staff by reducing the number of supervising principals.

Accordingly, at the meeting of the Board of Education held June 12, 1929, the board approved the following orders prepared and recommended by the superintendent and submitted to the board by the committee on personnel:

Under personnel matters the superintendent presented certain orders and related recommendations of major importance, the chief order being the outcome of Doctor Kimball's retirement and the disposition of the resulting vacancy. The order which follows and others resulting as a consequence had all received previous to presentation the unanimously favorable consideration of the personnel committee, Mrs. Smith, Mr. Gans, and Doctor Johnson, namely:

"Ordered, That from and after June 30, 1929, divisions 2, 4, and 8 be discontinued under that designation. *Ordered further*, That the superintendent of schools be authorized to define the new boundaries of the remaining divisions of divisions 1-9, which will be designated on and after July 1, 1929, as division 1, division 3, division 5, division 6, division 7, and division 9; and, *Ordered further*, That the superintendent of schools be authorized to transfer the buildings of divisions 2, 4, and 8, and the principals, teachers, and other employees thereto, to the remaining divisions of the first nine divisions.

"Transfer the following school buildings as indicated, effective on and after July 1, 1929:

Morgan School, from division 2 to division 3.
 Berret School, from division 2 to division 3.
 Thomson-Webster School, from division 2 to division 5.
 Force-Adams School, from division 4 to division 3.
 Henry-Polk School, from division 4 to division 5.
 Gales-Arthur School, from division 5 to division 6.
 Seaton-Blake School, from division 5 to division 6.
 Amidon School, from division 8 to division 7.
 Bradley School, from division 8 to division 7.
 Fairbrother-Rosell School, from division 8 to division 7.
 Greenleaf School, from division 8 to division 7.
 Smallwood-Bowen, from division 8 to division 7.

"Ordered, That under the authority contained in section 11 of the act of June 4, 1924, and for the purpose of determining the classification of teaching principals and administrative principals, the Towers School, division 7, is hereby discontinued as an elementary school under an administrative principals: Ordered further, That the Towers School be hereafter associated with the Hine Junior High School under the administration and supervision of the principal thereof. July 1, 1929."

"Dissolve the Wallach-Towers School group, division 7. June 30, 1929."

"Dissolve the Lenox-French Vocational School group, division 7. June 30, 1929."

"Ordered, That the Wallach School, division 7, and the French School, division 7, are hereby consolidated into a school group to be known hereafter as the Wallach-French School, division 7. July 1, 1929."

"Ordered, That under the authority contained in section 11 of the act of June 4, 1924, and for the purpose of determining the classification of teaching principals and administrative principals, the Wallach-French School, division 7, is hereby designated as having 18 rooms, effective July 1, 1929."

"Transfer the following person as noted and effective on and after the date stated:

"Miss Janet McWilliam, supervising principal, class 12, from divisions 2, 4, and 8, to division 3, effective on and after July 1, 1929. Salary vice Janet McWilliam. Position vice E. G. Kimball, retired."

At this juncture the superintendent presented a plan of reorganization for divisions 1 to 9, which is herewith included in the record.

A PLAN FOR THE REORGANIZATION OF DIVISIONS I-IX

This plan provides for the abandonment of division 2-4-8. The schools now comprised in that division will be transferred to division 3, division 5, and division 7. For the purpose of distributing more equally the school population, certain schools should be transferred from division 5 to division 6. The effect of the reorganization upon the several divisions will be as follows:

DIVISION 1

The area of this division will be enlarged by having its eastern boundary placed at Connecticut Avenue. Its eastern boundary will extend from the White House along Connecticut Avenue to its intersection with Rock Creek, and north along the line of Rock Creek to the District line.

No school buildings will be transferred to this division, and no buildings will be transferred to other divisions.

It is estimated that its total enrollment in September, 1929, will be 5,700 pupils.

DIVISION 3

The area of this division will be enlarged by having added to its territory that section of the city south of Florida Avenue, lying between Connecticut Avenue and Vermont Avenue as far south as the White House. Its western boundary will be Connecticut Avenue and Rock Creek. Its eastern boundary will begin at the White House and extend long the line of Vermont Avenue to its intersection with the present eastern boundary of this division at Florida Avenue.

To this division will be transferred the Force, the Adams, the Morgan, and the Berret Schools.

It is estimated that its total enrollment in February, 1930 will be 6,700 pupils.

NOTE.—This division will lose about 300 pupils when the Paul Junior High School is opened, and about 250 pupils when the new Adams School is opened next February.

DIVISION 3

The area of this division will be enlarged by having its western boundary placed at Vermont Avenue from the White House to Florida Avenue, where it will intersect with its present eastern boundary. Hereafter the south boundary of this division will be New York Avenue beginning at the Treasury Building and extending northeastward to the line of the Pennsylvania Railroad, and thence along the railroad to the District line. Along this south boundary it will abut upon the sixth division.

To this division will be transferred the Thomson, the Henry, and the Polk Schools.

From this division will be transferred the Gales, the Seaton, and the Blake Schools, which will be assigned to the sixth division.

It is estimated that its total enrollment in September, 1929, will be 5,700 pupils.

DIVISION 6

The area of this division will be enlarged by having added to its territory that section of the city west of North Capital Street lying between the Mall on the south and New York Avenue on the north, as far west as the Treasury Building.

To this division will be transferred the Gales, the Seaton, and the Blake Schools.

It is estimated that its total enrollment in September, 1929, will be 6,200 pupils.

DIVISION 7

The area of this division will be enlarged by adding to it all of the southwest section of the city. The seventh division will then comprise all of the southeast and southwest of Washington.

To this division will be transferred the Amidon, the Bradley, the Fairbrother, the Rossell, the Greenleaf, the Smallwood, and the Bowen Schools.

It is estimated that the total enrollment of this division in September, 1929, will be 6,400 pupils.

Below is a tabulation showing the increase in enrollment of the several divisions during the past three years. It should be noted that

division 2-4-8 has had a notable decrease, and that divisions 6 and 7 have been practically static. On the other hand, divisions 1 and 3 have had considerable increases.

DETAIL OF DIVISION CHANGES

(Based on enrollment of May 17, 1929)

Division 1:

Present enrollment	5,319
Plus—	
No buildings added.	
Minus—	
No buildings transferred.	
Estimated enrollment, September, 1929	5,700

Division 3:

Present enrollment	6,326
Plus—	
Morgan	110
Force	457
Adams	249
	816
Minus—	
Paul Junior High	300
Adams	250
	550
Net enrollment	0,592
Estimated enrollment, February, 1930	6,700

Division 5:

Present enrollment	5,751
Plus—	
Thomson	510
Webster	65
Henry	239
Polk	129
	913
Minus—	
Gales	319
Arthur	282
Seaton	320
Blake	195
	1,116
Net enrollment	5,578
Estimated enrollment, September, 1929	5,700

Division 6:

Present enrollment	5,278
Plus—	
Gales	319
Arthur	282
Seaton	320
Blake	195
	1,116
Minus—	
Gales-Arthur to Langley	101
Net enrollment	6,293
Estimated enrollment, September, 1929	6,200

Division 7: Present enrollment	4,998
Plus—	
Amidon	226
Bradley	251
Fairbrother	186
Rossell	287
Greenleaf	207
Smallwood	166
Bowen	243
	1,566
	6,564

Minus—
No buildings transferred.

Net enrollment	6,564
Estimated enrollment, September, 1929	6,400

10. LENGTHENING THE HIGH-SCHOOL DAY

At the meeting of the Board of Education held June 12, 1929, the superintendent submitted the following report, recommending the extension of the high-school day from 2.30 p. m. to 3 p. m., which report was approved by the Board of Education:

LADIES AND GENTLEMEN: I have received the following report from First Asst. Supt. S. E. Kramer, who acts as chairman of the board of high school principals:

"DEAR DOCTOR BALLOU: Throughout the winter in the meetings of the high school principals there has been a recurring statement of opinion between high school principals that the day officially allotted to the senior high school was too brief to adequately provide time for the schedule necessary to meet the needs of the pupils. One of the outstanding difficulties experienced by the principals has been their inability to provide a section room period of sufficient length to enable the teachers in charge to take care of the individual needs developing in pupil contacts.

"At the meeting held on Saturday, May 18, 1929, the question was again raised by one of the principals and a poll of the principals in regard to their opinion concerning the desirable time of ending the school day is given in detail below: Business, 2.30 p. m.; Western, 3 p. m.; Eastern, 3 p. m.; McKinley, 3 p. m.; Dunbar, 3.15 p. m.; Armstrong, 3 p. m.; Cardozo, 3 p. m.

"Mr. Daniel: It is impossible to organize the schools as prescribed unless we lengthen the school day.

"Mr. Davis: I recommend the shorter day, the 2.30 dismissal. The whole modern tendency of the time is to shorten the working day. This teaches the wise use of the day and teaches the pupil how to use time out of school wisely.

"Doctor Newton: I recommend the longer day. If hours of labor are coming down, we should move up to meet them and prepare our children to do a day's work in less time. We can accomplish a great deal more with an extra half hour.

"Mr. Hart: I recommend the lengthening of the day until 3.

"Mr. Smith: A longer day is imperative if we are to include drill and extra-curricular activities. The school day should be lengthened to at least 3.15.

"Mr. Houston: School day should be lengthened until at least 3.

"Mr. Mattingly: Length of school day should be increased to 3.

"The only dissenting principal was the principal of the Business High School, and in my opinion his reason for dissenting was not educationally adequate.

"I desire to also note that in chapter 12, sections 3, 4, 5, 6, and 7, periods are given for lunch intervals in the high and normal schools which are not in accord with the practice.

"I respectfully recommend that the Board of Education be requested to amend its rules so that the session of the day high schools shall begin at 9 o'clock and close at 3 o'clock p. m.

"In my opinion there is a real need for a lengthened day in the high schools. Our classroom recitations are so shortened that the periods now average about

41 minutes in actual classroom teaching. This period is considerably shortened by necessary classroom activities which could not be construed as part of the teaching period.

"Respectfully yours,

"S. E. KRAMER,
"First Assistant Superintendent."

The superintendent is in agreement with the views of the principals and Mr. Kramer that the school day in the high schools should be lengthened. I therefore approve and transmit to the Board of Education the recommendation that the board amend its rules so that the session of the day high schools begin at 9 a. m. and close at 3 p. m.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

Following the above action of the board, protests were received from various sources against the action taken by the board. These protests were duly considered by the superintendent, who at the meeting on June 26, 1929, presented a more extended report, analyzing the protests and giving further information in support of the action taken by the board. This report is as follows:

LADIES AND GENTLEMEN: Under date of June 19, 1929, the Teachers' Union of Washington submitted to the superintendent of schools a protest against the recent action of the Board of Education in lengthening the school day in the senior high schools to 3 o'clock p. m. From letters I have received and from personal conversations which I have had, it appears that the Teachers' Union has not only filed this protest with the superintendent of schools and the Board of Education but also has submitted its protest to the various citizens' associations and other civic bodies of the District of Columbia soliciting support for their position.

Since the action of the Board of Education to lengthen the school day, I have received a letter opposing the change from Maj. R. W. Pinger, another from the secretary of the council of the High School Teachers' Association, and another from a resident of Maryland. I have also received a letter from Mr. B. A. Bowles, president of the Georgetown Citizens' Association, in which he disagrees with the position taken by the Teachers' Union.

In view of the present situation, the superintendent desires to set forth certain facts and conditions which prompted the school officials to recommend the extension of the senior high school day to 3 o'clock.

One of the outstanding needs of our high schools to-day is a period with the section-room teacher of sufficient length to allow that teacher to present to the pupils the many problems connected with their membership in high school. At present this period is only about 10 minutes per day. In this 10-minute period all matters of attendance, tardiness, discipline, school notices, and the building up among the pupils of a proper sentiment and an intelligent understanding of school problems must be handled by the teacher with a group of approximately 30 pupils. The pressure to accomplish all of this in a 10-minute period has prompted some teachers at times to feel justified in the omission of the reading of the Bible and the reciting of the Lord's prayer as required by the rules of the Board of Education. The officers who supervise and administer the high schools desire to initiate a more effective system of pupil guidance and appropriate training than can possibly be provided in the brief period of 10 minutes now available.

In their annual reports to the superintendent of schools a number of the heads of departments have cited with regret the apparent necessity for shortening class periods because of school assemblies and other extracurricular activities. A careful study in one of our high schools showed that in a single year it was necessary to lengthen the opening period seventy-eight times, thereby shortening the remaining periods of the day; that assembly schedule encroached upon the time of the early classes sixty-three times; and that the regular schedule of the school was unmodified only one hundred and three times out of the 181 days. When it is remembered that the standard high-school recitation period should be from 42 to 45 minutes, this wholesale reduction of that time represents a serious inroad upon classroom instruction.

While certain graduates of the Washington high schools rank high in their collegiate work, nevertheless a systematic effort must be made to keep our high schools in this favorable position. Moreover, a study of the promotions and non-promotions throughout the school system which has been made systematically during the past few years shows a need of better classroom instruction, particularly in our senior high schools. The percentage of pupils promoted and not promoted in the various groups of schools for the school year ending June 30, 1927, is as follows:

	Per cent promoted	Per cent not promoted
Elementary schools.	85.8	14.2
Junior high schools.	80.9	19.1
Senior high schools.	74.3	25.7
Normal schools.	91.6	8.4

It is believed that by lengthening the section room period to provide the section-room teacher with a larger opportunity to give consideration to the individual needs of the pupils in his or her section will be distinctly advantageous to the pupils. It will also tend to reduce the interference of morning assemblies with regular recitation periods. The addition of a few minutes to the recitation periods will, it is believed, result in better instruction on the part of teachers and a correspondingly larger percentage of promoted pupils in our high schools.

Every thoughtful person agrees that sunshine and outdoor exercise are desirable not only for high-school pupils but for pupils of all grades. Up to this time the hours of opening and closing public schools have been as follows: Elementary schools, opening 9 a. m., closing 3 p. m. Junior high schools, opening 9 a. m., closing 3 p. m. Senior high schools, opening 9 a. m., closing 2:30 p. m.

The proposed lengthening of the high-school day will not extend the time for high-school pupils beyond the closing hour in elementary schools and junior high schools. High-school pupils will have as much opportunity for outdoor exercise as elementary and junior-high school pupils have.

It is the opinion of the superintendent and his officers that the closing of the high-school day at 3 o'clock will still provide ample opportunity for all desirable extracurricular activities without interfering with the home work or with any other legitimate activity of high school boys and girls.

Throughout the past year in the meetings of the high-school principals there has been a recurring statement of opinion of high-school principals that the time officially allotted to the senior high schools was too short to provide adequate time for the schedule necessary to meet the needs of the pupils. Below is a verbatim statement of the position of each of the seven high-school principals present at the meeting in which the recommendation to the superintendent to lengthen the school day was formulated and approved.

Mr. Daniel: It is impossible to organize the schools as prescribed unless we lengthen the school day.

Mr. Davis: I recommend the shorter day, the 2:30 dismissal. The whole modern tendency of the time is to shorten the working day. This teaches the wise use of the day and teaches the pupil how to use time out of school wisely.

Doctor Newton: I recommend the longer day. If hours of labor are coming down, we should move up to meet them and prepare our children to do a day's work in less time. We can accomplish a great deal more with an extra half hour.

Mr. Hart: I recommend the lengthening of the day until 3.

Mr. Smith: A longer day is imperative if we are to include drill and extracurricular activities. The school day should be lengthened to at least 3:15.

Mr. Houston: School day should be lengthened until at least 3.

Mr. Mattingly: Length of school day should be increased to 3.

The superintendent and his staff are of the opinion that the lengthening of the high-school day to 3 o'clock will result in creating conditions in our high schools in which teachers will be able to provide more adequate instruction and

the supervisory and administrative officers will be able to render better service to boys and girls through the lengthened section-room period.

No arguments have been advanced in the protests received which would, in the opinion of the superintendent, justify the Board of Education in rescinding its action lengthening the school day to 3 o'clock.

The superintendent recommends that a copy of this report be sent to the Teachers' Union and to other organizations and individuals that have communicated with the superintendent of schools or the Board of Education.

Very sincerely yours,

FRANK W. BALLOU,
Superintendent of Schools.

11. HIGHER QUALIFICATIONS FOR TEACHERS

The following is the report of the superintendent of schools to the Board of Education at its meeting of June 26, 1929, relating to this subject:

LADIES AND GENTLEMEN: In my annual report to the Board of Education at the close of the school year 1927-28 I discussed the general subject of improvement of instruction, and indicated that classroom instruction could be improved in several ways, among them by better-trained teachers coming into the service. Pursuant to my discussion of this matter the Board of Education authorized and directed the superintendent to make a comprehensive investigation of the possibility and desirability of raising the eligibility requirements of teachers in elementary schools, junior high schools, senior high schools, and normal schools.

Accordingly, I now present the following orders for the approval of the board, resulting from my consideration of this problem with my associates:

I

Ordered, That from and after July 1, 1930, and until June 30, 1933, unless otherwise ordered by the Board of Education, the basic eligibility requirements as to licenses for teachers, as specified in Chapter IX, section 5 of the rules of the Board of Education, shall be as follows:

FOR ELEMENTARY SCHOOLS (1A SALARY)

A diploma from an accredited normal school requiring a 3 year course, or a certificate of similar courses pursued in the educational department of an institution of higher learning, approved by the board of examiners.

FOR JUNIOR HIGH SCHOOLS (2A SALARY)

A diploma from an accredited normal school requiring a 3 year course, or a certificate of similar courses pursued in the educational department of an institution of higher learning, approved by the board of examiners, and in addition thereto the submission of a certificate for a course in methods and principles of the junior high school, successfully pursued in an accredited institution of higher learning within the 10 years immediately preceding the date of the examination.

FOR JUNIOR HIGH SCHOOLS (2C SALARY)—AND SENIOR HIGH SCHOOLS (3A SALARY)

A master's degree from an accredited college, together with courses in education or professional courses satisfactory to the board of examiners, successfully pursued in addition to or as a part of the courses leading to the master's degree.

The matter of eligibility requirements for teachers in the teachers' colleges will be the subject of a later report.

II

Ordered, That from and after July 1, 1933, the basic eligibility requirements as to licenses as specified in Chapter IX, section 5, of the rules of the Board of Education shall be as follows for elementary-school teachers: A bachelor's degree from an accredited teachers' college following a 4-year professional course of study, satisfactory to the board of examiners.

III

Ordered, That from and after July 1, 1930, no person shall be eligible to appointment as an administrative principal who has not earned the bachelor's degree in an accredited college and has not pursued successfully courses in organization, administration, and supervision of elementary schools as part of or in addition to the degree, satisfactory to the board of examiners.

The superintendent recommends the passage of the above orders. He recommends further that the matter of revising the rules of the Board of Education in accordance with the aforementioned orders be referred to the committee on rules for consideration and report to the board.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

At a subsequent meeting of the Board of Education held July 1, 1929, the above report was modified by providing that the higher eligibility requirement for 2C salary in junior high schools and 3A salary for senior high schools should go into effect on July 1, 1933, instead of July 1, 1930.

12. CHANGES IN USE OF PUBLIC-SCHOOL BUILDINGS

Several changes in the use of public-school buildings were made during the past school year.

Arthur School: Owing to the development of the Capitol Plaza between the Union Station and the United States Capitol, it became necessary to abandon the Arthur School, located on Arthur Place between B and C Streets NW. on June 30, 1929. The pupils attending that school will have to be absorbed in other public schools.

Old McKinley High School: On the transfer of the McKinley High School from Seventh Street and Rhode Island Avenue NW. to its new building at Second and T Streets NE., the old McKinley Building was completely renovated, shops reorganized, and occupied in September by the Shaw Junior High School, which had formerly been located in the old M Street High School Building.

M Street building: Anticipating the vacating of the M Street building by the transfer of the Shaw Junior High School, the board established the Cardozo High School especially for relieving the Dunbar High School of congestion through the transfer of the pupils attending commercial classes in that school. The Cardozo High School was organized in September, 1928, and occupied the M Street building.

Business High School: The appropriations act for 1930 contained an initial appropriation for beginning the construction of a new high-school building to house the Business High School, now located at Ninth Street and Rhode Island Avenue NW. The Bureau of the Budget attached a proviso to that appropriation as follows: "Provided, That upon completion of such building, the building now occupied by the Business High School shall be used as an elementary school for colored pupils." Although the Board of Education asked that this language be eliminated, the House of Representatives passed the appropriations bill containing this proviso. The Senate Committee on Appropriations eliminated the provision, but it was restored to the bill in conference and passed by Congress in the following language: "Provided, That upon completion of such building the building now occupied by the Business High School

shall be used as an elementary school." The Board of Education requested in the appropriations act for 1931 that the former action be rescinded, and that there be substituted therefor the following language: "Provided, That upon completion of said building, the building now occupied by the Business High School shall be used as a senior high school for colored pupils."

13. TEACHERS' INSTITUTES

Teachers' institutes are of two kinds, general and special. The program of the general institute is designed to be of interest to all teachers and officers. The special institute program is for a particular group of teachers and officers.

The following is the program of general and special institute lectures for the school year 1928-29:

Date	Subject	Speaker
1928 Dec. 13	General lectures Personality	Dr. William John Cooper, State superintendent of schools, California.
1929 Jan. 24	Extracurricular activities	Dr. Roy W. Hatch, State Teachers College, Montclair, N. J.
Feb. 14	By Airplane to Pygmy Land	Dr. Matthew Stirling, Chief of Bureau of American Ethnology, Smithsonian Institution.
May 7	Handwriting in the public schools	Dr. Frank N. Freeman, School of Education, University of Chicago.
	Special lectures	
Jan. 10	The challenge of 100 per cent accuracy in the fundamentals of arithmetic	Dr. Guy M. Wilson, professor of education, Boston University
Feb. 21	The present day trend in the teaching of science	Dr. Otis W. Caldwell, professor of education, Teachers College, Columbia University.
Mar. 7	Design and the teaching of art in high schools	Dr. Albert Hockman, assistant professor of fine arts, Teachers College, Columbia University.
Mar. 21	The blue haze of idealism, with special reference to the teaching of English	Dr. C. H. Ward, teacher of English, New Haven, Conn.
Mar. 25	Conference on normal school	Dr. Ambrose L. Suhrie, New York University, New York City.
Apr. 15-16	Conference on testing and guidance of school pupils (a) With members of the superintendent's staff (b) With administrative principals of elementary schools (c) With junior and senior high school principals (d) All administrative and supervisory officers.	Dr. Richard D. Allon, assistant superintendent in charge of research and guidance, Providence, R. I.
Apr. 25	Industrial arts as a social study	Dr. Lois C. Mossman, Teachers College, Columbia University.

14. RECOMMENDATIONS OF THE BUREAU OF EFFICIENCY

At the request of Senator Lawrence C. Phipps, chairman of the subcommittee of the Committee on Appropriations of the United States Senate, the Bureau of Efficiency conducted an investigation of the school system during the spring, summer, and fall of 1927. This report was submitted in writing to Senator Phipps January 30, 1928. In his annual report for 1927-28 the superintendent submitted to the Board of Education the recommendations made by the Bureau of Efficiency. These recommendations were referred either to the superintendent or to a committee of the board for consideration and report. The following tabulation indicates to whom the recommendations were referred and the status of the matter on June 30, 1929.

- Part I. Statutory authority for the system of public schools. Referred to committee on legislation. Report is under consideration.
- Part II. Organization and administration. Referred to the superintendent. Report approved Dec. 5, 1928.
- Part III. The teaching staff. Referred to the superintendent. Report approved Feb. 20, 1929.
- Part IV. The building program. Referred to committee on finance. Report approved Oct. 17, 1928.
- Part V. Business management. Referred to the superintendent. Report approved Jan. 2, 1929.
- Part VI. Custody of buildings, grounds, and equipment. Report is under consideration.
- Part VII. Repair and alteration of buildings. Referred to committee on buildings, grounds, and equipment. Report is under consideration.

In view of the creation of the position of first assistant superintendent in charge of buildings and grounds, it seemed desirable to defer any action on the recommendations of the Bureau of Efficiency relating to the custodial staff and the repair and alteration of buildings until the advice and counsel of that officer could be secured. The recommendations of the Bureau of Efficiency relating to these matters and also the question of the statutory authority for the system of public schools are still before the school authorities for consideration and appropriate action.

15. PROVISION FOR THE EDUCATION OF CRIPPLED CHILDREN

At the first meeting of the Board of Education for the school year 1928-29, namely on July 2, 1928, the desirability of providing education for crippled children was discussed by the board. This matter has had the attention of the Kiwanis Club of Washington for several years. The club has carried on extended activities in providing medical service, equipment, entertainment and instruction for crippled children over a number of years. The Kiwanis Club placed all of its information regarding the need of education for crippled children in the hands of the superintendent. Many organizations endorsed the proposal to provide for the education and care of crippled children out of public funds. The superintendent having been asked to consider and report on the desirability of providing such instruction, presented the following report to the board at its meeting on December 19, 1928:

LADIES AND GENTLEMEN: At the meeting of the Board of Education held July 2, 1928, the board directed the superintendent of schools to investigate and report on the need for special school facilities for crippled children. Subsequently many citizens' associations have indorsed the proposition, prompted by the fine civic leadership of the Kiwanis Club.

On November 2, 1928, the superintendent appointed the following committee to conduct this investigation and make a report: Miss Jessie La Salle, chairman, Mr. Howard H. Long, Mr. Walter B. Patterson, Mr. Leon L. Perry, Miss Fay L. Bentley. Under date of December 14, 1928, the committee presented to the superintendent an exhaustive written report of nearly 50 pages, of which the following is the committee's complete summary of the investigation:

"SUMMARY OF INVESTIGATION

"A. THE KIWANIS CLUB LISTS OF CRIPPLED CHILDREN

"The two Kiwanis Club lists, one of 180 names, the other 69 cases, a total of 249, were carefully investigated. The lists seem to be cumulative over a period of years, and the cases ranged in age from 14 months to 32 years. Many

had moved away, some were dead, some no longer crippled, some listed had never been crippled but had had surgical operations for hernia or had had tonsils or adenoids removed, other cases were treatments for rickets or heart trouble and could not be considered cripples. Furthermore, some duplicates appeared. Ninety-five only of the lists of 249 could be now located in the District and be considered cripples, of approximately legal school age, that is 4 to 16.

"These 95 are distributed as follows:

	White	Colored	Total
4 to 6 years old, not in school.....	12	17	
In elementary schools.....	26	20	46
In junior high schools.....	4	0	4
7 to 16 years old, not enrolled because of crippled condition.....	9	7	16
Total.....	51	44	95

"Fifty of these 95 are now in our schools, but the teachers report but 17 of them subjects for special schools for crippled children, 10 in Divisions I-IX, and 7 in Divisions X-XIII, or approximately one-third of such cases.

"On the assumption that the Medical Department corroborates teacher judgments and that this same criteria is applied to the 4 to 6 year olds, then but one-third of them will be found to be subjects for special crippled school placement. The 16 cases 7 to 16 not enrolled are badly crippled.

"Briefly, then, the Kiwanis Club lists, though listing 249 cases, apparently reveal the need for special crippled school facilities for 43 elementary school (seventh and eighth grades of junior high school included) pupils, 23 in Divisions I-X and 20 in Divisions X-XIII, distributed from kindergarten to eighth grade.

"B. PUBLIC SCHOOL SURVEY

"The summary of the public school survey findings resolves itself briefly into this statement. A complete count of all pupils, including those in any way crippled, slight limps, minus a finger, etc., give us 198 in elementary schools, 127 in Divisions I-IX and 71 in Divisions X-XIII. Of these, teachers recommend a total of 81 for a school for crippled pupils, 56 in Divisions I-IX and 25 in Divisions X-XIII. They further recommend exclusion from all schools of 6, 1 from Divisions I-IX and 5 from Divisions X-XIII.

"C. CONCLUSIONS

"Of the 81 teacher recommendations for special crippled school placement, however, 17, 10 in Divisions I-IX and 7 in Divisions X-XIII, are included in the Kiwanis Club lists, which gives us 64 in public schools, 46 in Divisions I-IX and 18 in Divisions X-XIII not included by Kiwanis. Totaling, without duplications the needs as shown by both Kiwanis Club and public school survey findings, we have 107 pupils recommended for crippled schools, 69 in Divisions I-IX and 38 in Divisions X-XIII.

"The geographical distribution of these pupils now in schools runs rather evenly throughout the city, 7 to 9 in each of the supervising principals' territory, except the very large thirteenth division, where we find 11. No specific geographical location for such a school, therefore, is evidenced.

"As to grade placement, we find them distributed as follows:

Grade	Division I-IX	Division X-XIII	Total	Grade	Division I-IX	Division X-XIII	Total
Kindergarten.....	3	0	3	Sixth.....	4	4	8
First.....	13	6	19	Seventh.....	2	0	2
Second.....	10	1	11	Eighth.....	1	0	1
Third.....	10	8	18	Atypical.....	6	0	6
Fourth.....	3	5	8	Total.....	56	25	81
Fifth.....	4	4	8				

"While there was no suggestion that provision was to be considered for pupils beyond 16 years of age or beyond elementary school, since the questionnaire was prepared we also sent it to Junior high, high, and vocational schools, and have tabulated the cases to see if any considerable need would be shown here. Junior high schools report 33 cases, 24 of these in Divisions I-IX and 9 in Divisions X-XIII. There are but 5 of these junior high school pupils recommended for placement in crippled schools, 3 in Divisions I-X and 2 in Divisions X-XIII.

"Senior high schools report 52 cases, 37 in Divisions I-IX and 15 in Divisions X-XIII. Four of the cases recommended for special school placement, 3 in Divisions I-IX and 1 in Divisions X-XIII. Only 1 is reported in a vocational school needing such placement. This pupil is in Divisions X-XIII.

"Respectfully submitted.

"JESSIE LA SALLE, *Chairman.*
"FAY L. BENTLEY.
"LEON L. PERRY.
"WALTER B. PATTERSON.
"HOWARD H. LONG."

The above report of the committee is presented to the Board of Education as the report of the superintendent. The details of the complete report of the committee are on file in the superintendent's office, and are available for the consideration of the board.

The superintendent desires to record his appreciation of the thorough-going investigation of this matter by the aforementioned committee.

The above report defines very clearly the scope of the problem confronting the Board of Education if and when the board desires to establish special school facilities for such children. The superintendent has under investigation the question whether there are any school buildings now in use that can be adapted to the use of crippled children. As soon as that investigation has been completed the superintendent will make a report to the board. Should such facilities be available, funds will be necessary for the transportation of crippled children and for the employment of properly trained persons to supervise and give treatment, to the end that those cases of crippled children needing systematic treatment may receive such treatment at the school.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

The appropriations act for 1930 provides for the employment of two physiotherapists in the medical and sanitary staff of the health office, and also for the transportation of such children to and from a special school.

The teachers for such classes and the alteration of present buildings for their use are being provided out of the current appropriations for the public schools.

The classes for white pupils are to be located in the Weightman School at Twenty-third and M Streets NW., and the classes for colored pupils are to be located in the Magruder School at Seventeenth and M Streets NW.

In determining what pupils shall be admitted to these schools, the school officers have sought and secured the valuable assistance of the medical and sanitary inspection staff of the public schools. Many pupils have been examined with a view of determining whether they should continue to attend regular classes or whether they should be transferred to the school for crippled children. The officers have also sought the advice of the principals of schools and supervising principals regarding such cases.

It appears that there will be a much smaller number of pupils to be cared for in the classes for crippled children than was at first believed by those interested in this problem.

The provisions that are now being made must be regarded as temporary. When the enrollment in classes for crippled children shall have been determined and their intellectual and physical needs shall have been ascertained, it will then be possible to determine an educational program, as well as a health and physical training program for the improvement of such children. The records now available show children of all grades and ages, thereby making it necessary practically to provide individual instruction for such children. Moreover, the physical condition of such children will necessarily be a major consideration and perhaps dictate to a large extent the nature and amount of the education that can be provided.

16. PROPOSAL TO ESTABLISH 24-HOUR SERVICE IN THE HEALTH SCHOOLS

At the meeting of the Board of Education held October 3, 1928, the Association for the Prevention of Tuberculosis placed before the Board of Education a report of the children's health camp, together with statistical data showing the desirability of providing better facilities for tuberculous children and resolutions adopted by the association to the effect that the health schools be extended from the present five hours per day to 24-hour service. This report was referred to the superintendent of schools for consideration and report.

SUPERINTENDENT'S REPORT

At the meeting of the Board of Education on November 7, 1928, the superintendent presented the following report:

LADIES AND GENTLEMEN: At the meeting of the Board of Education held October 3, 1928, the board received a communication from the Association for the Prevention of Tuberculosis, and referred the same to the superintendent of schools for consideration and report to the board.

This communication from the Association for the Prevention of Tuberculosis consists of a resolution adopted by the board of directors of the association at a meeting held September 28, which resolution approved a report of Dr. J. W. Peabody on the children's health camp, conducted during the summer of 1928. The resolution also authorized the appointment of a committee to endeavor to secure the changes recommended in the report. This committee, consisting of the following persons, has had a conference with the superintendent of schools:

- Mrs. Ernest R. Grant, chairman.
- Dr. Harvey W. Wiley.
- Dr. J. W. Peabody.
- Dr. W. D. Tewksbury.
- Rev. D. E. Wiseman.
- Dr. William Charles White.
- Mr. Walter S. Ufford.

DOCTOR PEABODY'S REPORT

Doctor Peabody's report on the children's health camp, conducted during the summer of 1928, presents evidence to show greater improvement when children suffering from tuberculosis receive 24-hour service. The substance of the recommendations of the report is that the two health schools should be so reorganized as to render not only educational service during the regular school day, but health service on a 24-hour basis. The report points out that this could be done by increasing the allowance for food, and by increasing the number of nurses and medical supervisors. In addition, while the report does not so indicate, it would inevitably be necessary to increase the janitorial force. The report that was approved by the association further recommends that the administration of the medical service in the health schools be placed under the staff of the tuberculosis hospital.

The superintendent has had an extended conference with the committee of the tuberculosis association, as well as with the assistant superintendents. As a result of his investigation of the matter, the superintendent presents the following report to the Board of Education.

THE PROPOSAL ANALYZED

The two health schools were established for the purpose of providing instruction for those pupils suffering from tuberculosis, who by law are not permitted to attend the regular schools, but who are physically able to attend instruction in schools established for such children.

These schools have been established and are operated as educational institutions under the auspices of the Board of Education. By means of these schools the Board of Education discharges its responsibility for providing children suffering from tuberculosis with appropriate education. Like all public schools, the physical welfare of these children is under the supervision of the chief medical and sanitary inspector of schools, who is an officer subordinate to the health officer.

These two schools, one in a new building at Thirteenth and Allison Streets NW., for white pupils, and the other temporarily in the Toner School at Twenty-Fourth and F Streets NW., for colored pupils, are on the regular school schedule from 9 a. m. until 3 p. m., with proper rest periods and diet carefully supervised by the medical inspection service.

The pupils attending the two health schools are transported to and from school by bus at public expense.

The proposal is that the health school service be extended from 5 hours to 24 hours, and that the medical service be placed under the staff of the tuberculosis hospital. This step necessarily will change these institutions from schools, operating as such, to 24-hour sanatoriums operating on the basis of hospital service.

There seems to be no difference of opinion regarding the desirability of providing 24-hour medical service for tuberculous children. Many children will fully recover from tuberculosis under such treatment as can be provided in a sanatorium. The evidence furnished in Doctor Peabody's report clearly shows the advantages of 24 hour treatment over a program of daily supervision with the children returning to their homes at the close of day and returning to the camp service each morning.

Doctor Peabody's report deals exclusively with children who are able to be up and about. I am informed that there is a large group of children in the District of Columbia suffering from tuberculosis, who are being cared for in their respective homes or in the Children's Hospital, who are not mentioned in Doctor Peabody's report, and for whom the District of Columbia is not now making any provision in a public institution.

Several important matters should be thoroughly considered before the Board of Education takes action on the proposal to change the character of the service rendered by the health schools.

1. Whether the Board of Education can legally transform these health schools, established for educational purposes, into 24-hour sanatoriums, conducted primarily as hospitals.

2. What the Board of Education would do with pupils suffering from tuberculosis, who seek instruction, but whose parents do not desire to have them receive 24-hour service in a sanatorium.

3. Whether the present conditions for handling children suffering from tuberculosis are so bad as to justify setting up a temporary expedient in 24-hour service at the health schools, rather than waiting until appropriations can be secured for the erection of a 24-hour sanatorium for tuberculous pupils.

SUPERINTENDENT'S VIEWS

If the health schools are to continue to be operated primarily as educational institutions, the superintendent believes that they should be operated as now under the authority and supervision of the Board of Education.

If it is thought best, and if it can be done legally, and if the health schools are to be converted into 24-hour sanatoriums, they should be turned over and operated under the auspices of the health department or the Board of Public Welfare.

The superintendent is of the opinion that the Board of Education has no authority in law to operate a 24-hour sanatorium. Moreover, the superintendent does not believe that it is good administration to have three different bodies—the Board of Education, the health office, and the Board of Public Welfare—undertaking to administer the 24 hour sanatorium service as recommended in the resolution.

Furthermore, the superintendent is clearly of the opinion that the Board of Education will not completely divest itself of its responsibility for providing public education for the pupils of the District of Columbia, unless it provides education for those children suffering from tuberculosis who are able to receive and profit by such instruction. It appears to the superintendent to be necessary that the Board of Education should either organize and conduct public schools for such children or assume the responsibility for arranging for their instruction in private institutions as it does in the case of deaf, dumb, and blind children. The Board of Education could not, in the judgment of the superintendent, insist that all such children attend a 24-hour sanatorium conducted under the auspices of the health department or the Board of Public Welfare and operated primarily for health purposes rather than for educational purposes.

For the reasons indicated, and because many questions attendant upon the proposal yet remain unanswered, the superintendent can not recommend the approval of this proposal.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

Mrs. Ernest R. Grant, chairman of the committee, was present at the meeting of the Board of Education of November 7, 1928, when the superintendent's report was presented. A thoroughgoing discussion followed the presentation of the report, participated in by Board members, Mrs. Grant, and Dr. J. W. Peabody, of the tuberculosis hospital. All agreed on the desirability of providing 24-hour service for tuberculous children. The important question left unanswered was how such service should be provided.

At the conclusion of the discussion, the president of the board suggested that the secretary furnish a copy of the superintendent's report to the members of the committee that placed the matter before the board, and suggested to Mrs. Grant and her committee that they work out a detailed plan with authoritative backing behind it, and bring such detailed plan back to the Board of Education for consideration.

Subsequently, on November 21, 1928, when steps were being formulated to introduce legislation for the establishment of a sanatorium for tuberculous children, the board adopted a motion "that the board indorse the project of 24-hour care for tuberculous children, especially if that care can be maintained in a sanatorium." The secretary was instructed to send a copy of this action of the board to Mrs. Grant.

CONGRESSIONAL ACTION

Congress gave extended consideration to the care of tuberculous children during the second session of the Seventieth Congress.

Congress enacted legislation providing for a sanatorium for tuberculous pupils, and authorized appropriations not to exceed \$500,000 for that purpose. Likewise Congress gave consideration to the possibility of extending the service of the health schools to cover a 24-hour period. As a result, Congress modified the language of a proposed appropriation for the health school for colored pupils by inserting the words "and sanatorium" so that the legislation reads

as follows: "For the erection of a new health school and sanatorium for colored pupils, \$150,000."

The amount of the appropriation was not changed. Unless a suitable school and an adequate sanatorium can be constructed within the \$150,000 appropriated, obviously no action can be taken following this legislation.

Following the enactment of the law providing for a sanatorium for tuberculous children the commissioners appointed a committee to consider and report on the plans for such an institution. That committee consists of Maj. L. E. Atkins, assistant to the engineer commissioner; Mr. Albert L. Harris, municipal architect; Mr. George S. Wilson, director of public welfare; Dr. Joseph A. Murphy, chief medical and sanitary inspector of the public schools; and Dr. Frank W. Ballou, superintendent of schools.

17. SAFETY AND SUITABILITY OF PORTABLES

The following official reports tell the story of the efforts of the school officials and the Board of Education to determine whether portable schoolhouses are safe and suitable for further use.

SUPERINTENDENT'S REPORT TO THE BOARD, JUNE 26

USE OF PORTABLES

To the BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

LADIES AND GENTLEMEN: The superintendent desires to place before the board the situation regarding the continued use of portables and to ask the advice of the board and request the approval of a recommendation. The board will recall that on or about November 17, 1927, a small sized tornado visited the eastern section of the District of Columbia, doing much damage to many buildings in that section of the city. A portion of the roof of one of the portables in the yard of the Bryan School was torn off during that tornado.

Fortunately, through the presence of mind of the teacher and principal, the children had been removed from the portable to the main building, and hence were not injured by the falling roof.

More recently, during March, 1929, the portables on Grant Road near Connecticut Avenue, and those in Wesley Heights, were similarly damaged by a high wind storm. Fortunately, this storm came largely during the lunch period, and the portions of the roofs of these portables that were damaged by the storm were blown off during the noon period when the children were not in the portables.

Thus for a second time the pupils occupying portables have escaped personal injury from the damage done by high winds. The superintendent and all of his associates are deeply concerned with the question of the continued use of portables.

It is not necessary for the superintendent to remind the board that the school officials and the Board of Education have individually and collectively made efforts to secure sufficient appropriations for permanent schoolhouses to make it possible to abandon the use of portables. The superintendent feels that neither he nor the Board of Education are in any way responsible for the delay in securing the necessary appropriations to make it possible to abandon the use of portables. Had the 5-year school building program act been carried out, most, if not all, of our portable schoolhouses might have been abandoned by the end of the coming fiscal year. The fact that the 5-year school building program has not been carried out not only makes necessary the continued use of portables, but also the continued use of rented quarters and the continuance of part-time classes in the elementary schools.

Each summer witnesses the transfer of portables from one section of the city where they are no longer needed because of the opening of permanent school buildings to some other section of the city where congestion has become acute. During the coming summer there will be a few portables for such

transfer and a still larger number will be relieved from further use where now located by January or February, 1930.

The only alternative to the transfer and use of portables in connection with those elementary school buildings where congestion is to be found is the placing of classes on part time. The superintendent would be glad to be advised by the board as to whether the past practice of transferring and setting up of portables to relieve such congestion shall be continued, or whether the use of said portables shall be abandoned and the children in congested schools placed on part time.

The superintendent recommends that the Board of Education requests the municipal architect to inspect thoroughly each of the 75 portables now in use and report to the Board of Education in writing on the safety and suitability of each portable for continued classroom use.

Respectfully submitted,

FRANK W. BALLOU,
Superintendent of Schools.

MUNICIPAL ARCHITECT'S REPORT, JULY 22

ALBERT L. HARRIS,
Municipal Architect, District of Columbia,
Washington, D. C.

SIR: In compliance with your verbal instructions of the 8th instant, we have visited the 75 portable buildings located at various schools through the District of Columbia and have to report as follows:

We find there are three different types of these portable buildings which are designated as types A, B, and C. Drawings of types A and B are on file in the office of the municipal architect. Type C is similar to type A except that it is smaller and has no ceiling. There are 11 buildings of type A; 59 of type B; 5 of type C.

All buildings of each type are built of wood on wood sills laid directly on the surface of the ground, these sills are of rough untreated lumber, on these sills are placed the posts and upper sills which support the floor which is in panels and also to which the vertical sections of the walls are bolted. The walls are braced together with built up trusses at the top immediately above the ceiling and on the top of these trusses are fastened the panels of the roof, while the ceiling panels are supported on the bottom of these trusses. These ceiling panels are made of beaver board in type B and of tongued-and-grooved wood in type A. As previously mentioned type C buildings have no ceiling. All panels in floors, walls, and roof are fastened together with through bolts or screws or both. The roof surface is covered with rubberoid composition roofing laid in strips the length of the building after all the framing and panels are fastened together. This covering is renewed each time a building is reerected. The exterior walls are in most cases covered with pine siding paneled and in a few cases some of type B buildings are covered and paneled with a composition board called Homosote.

All these buildings are of a temporary as well as a portable character; from information derived from the superintendent of the repair shop every one of these buildings has been dismantled and reerected at least six times.

Whenever a building is dismantled and rebuilt on a different site, new mud sills and new posts are always provided and this is considered a part of the moving expense; by these means most of the buildings have been kept in fairly good condition on account of the constant moving.

All buildings of type A and type B, show evidences of deterioration from this constant moving; screw holes are worn out and timber crushed and destroyed around bolt holes by the tightening of bolts while being reerected.

In some buildings nails were found to have been driven at panel joints on account of the screws no longer fitting the screw holes. When this deterioration is considered, it is readily seen that the resistance to unusually high winds is considerably reduced, as evidenced at Grant Road where a portion of the roof of one building was blown off, and at Wesley Heights where something similar happened. This deterioration has reached a stage where the cost of dismantling and reerecting has become out of proportion to the present value of the building involved. The following is a list of the portable buildings in question with their locations and further notes as to their condition:

School	Location	Remarks
	Type A	
Giddings (1)	Third and G Streets SE	Sills have commenced to rot.
Cleveland (2)	Eighth and T Streets NW	Dry rot has started in some floor joists and top sills in one building only.
Garrison (2)	Twelfth and R and S NW	Sills have rot in one corner of one building only.
Wilson (1)	Seventeenth and Euclid Streets NW	General condition good.
Tenth and Franklin (2)	Tenth and Franklin Streets NE	Do.
Brown (1)	Connecticut Avenue and Military Road NW	Sills have commenced to rot.
John Eaton (1)	Thirty-fourth and Lowell Streets NW	General condition good.
Petworth (1)	Shepherd Street NW	This building should not be further used until top and bottom sills and posts have all been replaced owing to their having rotted away. Rot has also shown itself in the joist of the floor panels.
	Type B	
Jefferson Junior High (4)	Virginia Avenue and Sixth Street SW	No. 3 building, sills and posts in the northwest corner have commenced to rot. General conditions otherwise good. Nos. 1, 2, and 4 are in a good general condition.
Syphax (2)	One-half and N and O Streets SW	Both buildings have bottom sills commencing to rot, fungus started to grow on underside of floor in No 1 building, otherwise general condition good
Congress Heights (2)	Congress Heights SE	Sills have started to rot and fungus commenced to grow on underside of floor and joists in both buildings, otherwise general condition good.
Ketcham (1)	Anacostia SE	General condition good.
Orr (2)	Twenty-second and Prout Streets SE	No. 1 building has its sills in northwest corner commencing to rot, otherwise general condition of both buildings good.
Maury (1)	Twelfth and B Streets SE	General condition good except fungus growth commenced on underside of floor.
Kingsman (1)	Fourteenth and E Streets NE	General condition good.
Rosedale (2)	Twentieth and Rosedale Streets NE	Sills and post at southeast corner of No. 2 building commenced to rot, otherwise general condition of both buildings good.
Benning (1)	Anacostia Road NE	Sills and posts of north side very badly rotted, otherwise general condition good.
Burville (2)	Division Avenue NE	Fungus growth commenced on sills in both buildings, otherwise in good condition generally.
Brookland (3)	Twelfth and Monroe Streets NE	No. 1—Condition good generally; No. 2—Sills rotted away in places; No. 3—Sills started to rot. Condition otherwise good.
Bates Road (1)	Bates Road NE	General condition good. No. 1—Condition good generally; No. 2—Sills started to rot; No. 3—Sills and posts started to rot. Conditions otherwise good.
Harrison (1)	Thirteenth and V Streets NW	Sills in each of the three buildings have commenced to rot. Fungus started to grow on underside of floor of No. 1 building.
Cleveland (1)	Eighth and T Streets NW	General condition good.
Phelps (1) (trade school)	Vermont Avenue and T Streets NW	Sills are rotted. Floor has been ruined by overloading and if dismantled, could not be used without rebuilding.
Garrison (4)	Twelfth and R and S Streets NW	General condition good.
Whittier (1)	Fifth and Sheridan Streets NW	Do.
Takoma (1)	Dahilla Street and Piney Branch Road	Do.
Kalmia Road (2)	Fourteenth Street and Kalmia Road NW	Do. Repaired 1932 by Shaffer
Broad Branch Road (2)	Thirty-third and Oliver Streets NW	Do. Repaired 1931 by Shaffer
Brown (2)	Connecticut Avenue and Military Road NW	Sills and posts commenced to rot, under both buildings.
Grant Road (4)	Thirty-sixth and Ellicott Streets NW	General condition good. Repaired in 1931 by Shaffer
Wesley Heights (4)	Forty-fourth Street and New Mexico Avenue NW	Do. Repaired 1931
John Eaton (1)	Thirty-fourth and Lowell Streets NW	Do.
Park View (5)	Warder Street NW	Buildings 2, 3, 5, have sills and posts commencing to rot; other condition good
		Buildings 1 and 3 good general condition.

School	Location	Remarks
	Type B—Continued	
Powell Junior High (1)	Hiatt Place near Park Road NW.	Sills and posts have started to rot. Holes in floor and doors made by rats.
Fillmore (2).....	Thirty-fifth and S Streets NW.	General condition good in both buildings.
	Type C	
Birney (1).....	Anacostia SE.....	General condition good.
Cleveland (1).....	Eighth and T Streets NW.....	Do.
Wilson (2).....	Seventeenth Street near Euclid Street NW.....	Do.
Petworth (1).....	Shepherd Street NW.....	Sills and posts have rotted away; should be re- placed before further use is made of building. Condition otherwise good.

All types of buildings are heated by portable furnaces, which are located in each building on the classroom floor, and which burn hard coal; these furnaces are encased with sheet-iron jackets which provide an air space around firebox for heating the fresh air, which is drawn from the outside. This system affords both heat and ventilation for these buildings. These portable furnaces are completely overhauled and repaired annually prior to the opening of the schools for the fall term.

In a few buildings it was found that the underside of the floor was insulated to prevent cold air from being in contact with it; in all buildings the space below the floor is inclosed with plain untreated boards to keep the winds from reaching the underside of the building; this, however, cut off all ventilation from the structural timbers and in damp places it has been the cause of decomposition due to mildew and fungus growth on the lumber. All these buildings were originally provided with eaves, gutters, and downspouts which discharged at grade; these gutters and downspouts, not being connected to the sewer, served no purpose, and in consequence as they have become worn out, it has not been deemed necessary to replace them.

A number of the older buildings show cracks in the walls, due to shrinkage; this, of course, impairs the efficiency of the heating and ventilating system.

There is no plumbing directly connected to any of the buildings. Where portables are located as part of a permanent school, the toilets in the permanent building are available at all times.

Where portables alone form a school unit, toilets are provided in a separate building which is at some distance from the classrooms and are provided with antifreeze closets.

Drinking water is provided in the later class of schools from a hydrant which is located midway between classrooms and toilets, with no protection from the weather.

There is but one of these buildings with any artificial light, and this is wired and has electric lights suspended from the ceiling. There is telephone connection in a number of them, especially where these portables form a school unit.

Each building is provided with a fire extinguisher which appears to be kept available for use in an emergency.

It is recommended that any further moving of these schools should be very carefully considered and only those in a very substantial condition be moved; other buildings should be repaired as long as necessary, but when their usefulness in their present location is gone, they should be abandoned.

Respectfully submitted.

COMMITTEE OF INSPECTION OF
PORTABLE SCHOOL BUILDINGS,
JOHN A. LONG, Chairman,
Engineer in charge of District of Columbia Repair Shop.

HAROLD H. MARSH,
Member American Society of Civil Engineers, Chief Structural
Engineer, Municipal Architect's Office, District of Columbia.

SUPERINTENDENT'S SECOND REPORT, SEPTEMBER 11

REPORT ON PORTABLES

TO THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

LADIES AND GENTLEMEN: At the meeting of the Board of Education held June 26, 1929, the superintendent reported to the board on the matter of the continued use of 75 portable schoolhouses. The superintendent called the attention of the board to the unroofing of certain portables by high wind and their weakened condition resulting from transfer from one location to another, and asked the Board of Education to advise him "as to whether the past practice of transferring and setting up of portables to relieve such congestion shall be continued, or whether the use of said portables shall be abandoned and the children in congested schools placed on part time."

In order that the school officials and the Board of Education might have the advice of District officials competent to pass judgment on such matters, the superintendent closed his report to the board with the recommendation that "the Board of Education request the municipal architect to inspect thoroughly each of the 75 portables now in use and report to the Board of Education in writing on the safety and suitability of each portable for continued classroom use."

The secretary of the Board of Education, under date of July 6, 1929, transmitted the superintendent's complete report on portables to the municipal architect, Mr. A. L. Harris. Mr. Harris designated a committee, consisting of Mr. John A. Long, chairman, engineer in charge of the District of Columbia repair shop, and Mr. Harold H. Marsh, chief structural engineer in his office, to inspect all portable school buildings. This committee invited Mr. J. J. Crane, first assistant superintendent of schools in charge of buildings and grounds, to accompany them in their inspection tours, and Mr. Crane accompanied the committee during the first day of its inspection.

In the meantime, in accordance with the usual practice, school officials were requesting the transfer of portables to other locations where congestion made the use of portables desirable. These requests were received by First Assistant Superintendent Crane from various school officials, as follows:

June 28—Mr. Haycock: Two portables at Brookland; one to Whittier School and one to John Eaton School.

June 28—Mr. Wilkinson: One portable from Birney School to Giddings School.

July 8—Mr. Haycock: Five portables, Park View School, to Municipal Playground, across the street.

Under date of July 10, 1929, First Assistant Superintendent Crane sent the following communication to the municipal architect:

"Memorandum for the Municipal Architect, District of Columbia:

"This office requests an inspection and report on the two portables at the Brookland School, the five portables at the Park View School, and the one portable at the Birney School. The removal of these portables is under consideration, decision to be made when report is submitted by you as to their present condition.

"An early reply will be appreciated.

"JERE J. CRANE,
"First Assistant Superintendent."

Under date of July 16, 1929, Mr. Crane received the following reply to his communication from Mr. S. B. Walsh, assistant municipal architect.

"Memorandum to Mr. Crane:

"Replying to your memorandum of July 10, you are advised that as a result of inspection of the two portables at the Brookland School, the five portables at the Park View School, and the one portable at the Birney School, it has been ascertained that same can be reused elsewhere.

"S. B. WALSH,
"Assistant Municipal Architect, District of Columbia."

On the basis of the above report of the municipal architect's office, the school officials issued instructions to the repair shop to transfer said eight portables to new locations, and said portables will be ready for the use of pupils when schools resume work on September 23, except one at Brookland School.

The two portables at the Brookland School, which it was proposed to move were being released because of the anticipated opening of the Langdon School.

Since the municipal architect informs us that this school will not be opened until February, 1930, or even later, one of the two portables at the Brookland School is being retained at that location.

Under date of July 22, 1929, the committee of inspection of portable school buildings submitted its report to the municipal architect, Mr. Albert L. Harris, who in turn transmitted the same to the secretary of the Board of Education. Under date of July 23, 1929, the acting secretary of the Board of Education, Mr. R. W. Holt, transmitted a copy of the report to the superintendent. The superintendent immediately directed that copies of this report be transmitted to each board member.

The first opportunity for the Board of Education to formally consider the report of the municipal architect was at its meeting on September 4, 1929, when the report was received and referred to the superintendent for consideration and report in consultation with the committee on buildings, grounds, and equipment. Accordingly the superintendent presents this report.

THE REPORT ITSELF

The report of the committee appointed by the municipal architect shows a careful inspection of 75 portable schoolhouses now in use. It describes the three types of portables now in use, the methods of construction, and provisions for heating and ventilation. The report includes a list of portables, their location, and gives a comment on each portable or group of portables. The report gives clear evidence of a painstaking inspection of each portable to ascertain its present physical condition.

A reading of the recommendation of the superintendent quoted earlier in this report will reveal the fact that the superintendent recommended that the municipal architect report in writing "on the safety and suitability of each portable for continued classroom use." The report does not specifically do this.

The form of the report is such, however, that there can be little doubt about the inferences that the committee would have the school officials and the Board of Education draw. Under "Remarks" the report indicates that conditions of the portables may be classified into three general groups:

1. General condition good.
2. Materials beginning to rot.
3. Not in usable condition until repaired.

The fact that the committee specified that the two portables at the Petworth School "should not be further used until top and bottom sills and posts have all been replaced" makes it appear clear that similar statements would have been made concerning other portables if the deterioration of the buildings had necessitated such recommendations.

A careful study of the conditions of the 75 portables revealed by the inspection made by the committee shows that 45 are in "general good condition," 28 show various degrees of rotting of timbers, and 2 should not be used in their present condition.

The report closes with this recommendation:

"It is recommended that any further moving of these schools should be very carefully considered, and only those in a very substantial condition be moved; other buildings should be repaired as long as necessary, but when their usefulness in their present location is gone, they should be abandoned."

RECOMMENDATIONS OF SCHOOL OFFICIALS

The superintendent recommends:

1. That the two portables at the Petworth School, which are reported by the committee on the inspection of portable schoolhouses to be unfit for further use without repairs, be abandoned.
2. That the Board of Education authorize and direct First Assistant Superintendent Crane to secure from the repair shop a further report on the 28 portables in which rotting of timbers has taken place, for the purpose of determining whether said portables are safe and suitable for classroom use, before pupils are received in them on September 23.
3. That the Board of Education authorize and direct First Assistant Superintendent Crane further to secure an estimate of the cost of any repairs to said portables that in the judgment of the repair shop may be necessary to put said portables in proper condition for use.

The superintendent advises the board that as heretofore the District repair shop will be asked to determine whether portables may properly be moved before issuing orders to the repair shop for moving them to another location. The recommendation of the committee that only those portables in a very substantial condition be moved, and that others should be abandoned when their usefulness in their present location has been served, is a policy that the school officials heartily indorse. The abandonment of all portables without further moving is an ideal that the school officials would sincerely like to attain.

The superintendent believes that hereafter portables should be moved to new locations only in the case of the most urgent needs. The adoption of this policy seems necessary not only because of the condition of the portables, but also possible because of the new schoolhouse construction annually being carried on in the District of Columbia.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

Approved:

Dr. F. I. A. BENNETT,
Chairman Committee on Buildings, Grounds, and Equipment.

REPAIR SHOP'S REPORT SEPTEMBER 18

TO THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA,

Washington, D. C.

LADIES AND GENTLEMEN: The inspection of portables requested by the Board of Education at a meeting held on September 11, 1929, has been completed. The inspection was made by Mr. J. A. Long, engineer in charge of the District repair shop and Mr. J. J. Crane, first assistant superintendent of schools in charge of buildings and grounds.

Attached is a report submitted by Mr. Long covering the different portables inspected and the necessary recommendations for repairs.

In regard to the portable at the Phelps Vocational School, this portable has been used for bricklaying instruction. It is of no further use for this purpose and recommendation is made that it be removed.

For the information of the members of the Board of Education a model showing the portable construction below the first floor is submitted. The model shows the different items mentioned in the report.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

Submitted.

J. J. CRANE,
First Assistant Superintendent.

Approved.

Dr. F. I. A. BENNETT,
Chairman Committee of Buildings, Grounds, and Equipment.

76054-20-6

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
ENGINEER DEPARTMENT,
Washington, September 18, 1929.

Mr. J. J. CRANE,

First Assistant Superintendent of Schools,
District of Columbia.

Sir: In compliance with request to inspect portables, the following information is submitted:

School	Location	Remarks
Hildings (1)	Third and G Streets SE.....	Necessary new sills be furnished and installed, also that the present yard be resurfaced and new board walks provided from each building. Replace posts and sills on east side of No. 15 portable.
Cleveland (1)	Eighth and T Streets NW..	New posts and sills at northeast corner of No. 1 building.
Garrison (1).....	Twelfth and R and S Streets NW.	New sills and posts along north and east side of building No. 1. Sills and posts northwest and southwest corners and along east side of building No. 2. New sills and posts northeast, southwest, and along east side of building No. 3.
Brown (3).....	Connecticut Avenue and Military Road NW.	New posts and sills under northwest corner of building No. 3.
Jefferson (1).....	Virginia Avenue and Sixth Street SW.	Necessary new parts of sill for No. 1 building.
Syphax (2).....	Half Street, N and O Streets SW.	Necessary new parts of sill.
Congress Heights (2).....	Congress Heights SE.....	New sills northwest corner of No. 1 building.
Orr (1).....	Twenty-second and Prout Streets SE.	Recommend that yard be resurfaced and graded to present drain.
Maury.....	Twelfth Place and B Streets NE.	New posts and part of sill at the southeast corner of building No. 2.
Rosedale (1)	Twenty-fifth and Rosedale Streets NE.	New post and part of sill under north side of building.
Benning (1).....	Anacostia Road NE.....	Necessary new sills under buildings No. 2 and No. 3.
Brookland (2).....	Twelfth and Monroe Streets NE.	New posts at the southeast corner of No. 2, No. 3 building to be leveled and blocked up on north side, new sills under northeast corner and blocked up where necessary.
Keene (2).....	Blair Road and Sligo Road NE.	Necessary new sills along north side of buildings Nos. 35, 36, and 37.
Harrison (3).....	Thirteenth and V Streets NW.	New posts at each corner and under center of building, also necessary sills under same.
Powell (1).....	Hiatt Place near Park Road NW.	Floors and interior and exterior walls are in bad condition. Entire building is badly strained and sagged from being overloaded after being used as a brick manufacturing shop. Posts and sills are decayed. Recommend that this building be condemned and removed from the grounds.
Phelps.....	Vermont Avenue and T NW.	

Respectfully submitted.

JOHN A. LONG,
Engineer in Charge of District of Columbia Repair Shop.

SECTION II. CHANGES AMONG SCHOOL OFFICIALS, 1928-29

The school year 1928-1929 saw many changes in the administrative and supervisory staff. Of especial significance is the fact that Congress authorized the creation of three new positions. An additional first assistant superintendent of schools in charge of buildings and grounds as authorized by Congress was appointed June 1. Provision was also made in the appropriations act for 1930 for the appointment of an assistant principal, male, at the Western High School. The statistical office was enlarged by the provision made for the position of statistician in grade P-3 and an additional statistical clerk in grade CAF-3.

The year also saw an unusual number of retirements of school officers and transfers of officers growing out of such retirements.

This section of the annual report records the changes among school officials due to deaths, retirements, resignations, and reorganization or expansion of the school system.

Deaths were as follows: Mr. Alvin W. Miller and Miss Miriam J. Austin.

Retirements were as follows: Dr. E. G. Kimball, Miss Adelaide Davis, Miss Alice M. Clayton, Miss A. L. Galeskie, and Miss K. R. Macqueen.

Appointments to fill vacancies were as follows: Mr. Harvey A. Smith, Mr. H. Dale Davis, Mrs. Florence N. Cornell, Miss Ella M. Crook, and Mrs. Florence H. Rogers.

Miss A. E. Hopkins was appointed to a new position created as a result of reorganization.

Appointments to fill new positions due to growth of the school system were as follows: Mr. Jere J. Crane, Mr. Norman J. Nelson, and Mr. George D. Strayer, jr.

Transfers were as follows: Miss Janet McWilliam, Miss Florence C. Mortimer, and Mrs. Florence H. Rogers.

1. DEATHS

MR. ALVIN W. MILLER

At the meeting of the Board of Education held June 3, 1929, the superintendent presented the following statement on the death of Mr. Alvin W. Miller, which occurred May 19, 1929:

It is with very sincere regret that I have to report the death of Mr. A. W. Miller, principal of the Central High School, which occurred at approximately 1 a. m. on May 19, 1929.

Mr. Miller was a product of the Washington public schools, having graduated from Western High School and Washington Normal School. He was also a graduate of George Washington University.

He was appointed to service on October 1, 1903, in the primary schools and in January, 1904, he was promoted to be teacher of bookkeeping and business arithmetic in Business High School. On September 1, 1916, Mr. Miller was

transferred to Central High School as a teacher of business subjects in charge of the establishment of the business courses newly created in that school. On May 10, 1920, Mr. Miller was made assistant principal of Central High School and on December 30, 1924, he became principal of the school, which position he held until the time of his death.

The seemingly untimely death of this splendid school officer has brought to the Washington public schools a very great loss. He was in the midst of a successful and progressive administration of a great school. He enjoyed the respect and esteem of his coworkers and the devoted admiration of the entire student body. The loss to the public-school system in the death of Mr. Miller is very great.

MISS MIRIAM J. AUSTIN

At the meeting of the Board of Education held March 6, 1929, the superintendent presented the following statement on the death of Miss Miriam J. Austin, which occurred March 2, 1929:

With deep regret it becomes the duty of the superintendent to report to the Board of Education the death of Miss Miriam J. Austin, administrative principal of the Wheatley School, sixth division. Miss Austin died at Garfield Hospital on the morning of Saturday, March 2. Although Miss Austin had been in failing health for several years, her death came rather suddenly after an illness of less than a week's duration. Funeral services were conducted at eleven o'clock Tuesday morning, March 5, at the residence of her brother, Harry A. Austin, 1707 Hobart Street.

All of Miss Austin's school experience as teacher and principal was in the schools of the northeast section of the city. She was held in high esteem by her school associates and by the patrons of the schools in which she devoted 42 years of her life to the education of youth. It would be difficult to measure the extent of the influence of her well-spent life in the character development of the many boys and girls with whom she came in contact as teacher and principal.

In 1887 as a graduate of Washington Normal School she was appointed to a first-grade class at Blair School, Sixth and I Streets NE. She won rapid promotion in the elementary grades and was assigned to the principalship of Pierce School in 1897. In 1906 she was assigned to the principalship of Madison School and later, in 1918, was promoted to the principalship of Wheatley School, where she served as principal up to the time of her death. Meanwhile, the Wheatley School had developed from an 8-room building to a 20-room unit with assembly hall.

The superintendent desires to express his word of commendation of the faithful and effective services rendered by Miss Austin as teacher and principal, and desires to recommend to the Board of Education that a copy of this statement be spread on the minutes of this meeting and that the secretary of the board be instructed to send a copy of this statement to the members of the bereaved family.

2. RETIREMENTS

On the retirement of the persons indicated the superintendent presented to the board the following statements:

DR. E. G. KIMBALL

After the close of the past school year the superintendent desires to bring to the attention of the Board of Education the retirement of Dr. E. G. Kimball, for so many years an important officer in the public school system, and in recent years supervising principal of the third division.

As teacher and officer his work in the schools has extended over a period of 47 years. The superintendent, school officers, and all teachers who have been associated with Doctor Kimball will greatly miss him.

His accumulated knowledge of school affairs and his good judgment had much weight in the solution of administrative problems. His leadership of teachers was most influential in the development of a fine esprit de corps in the schools that he supervised. He impressed the communities in which he labored as a fair-minded official and worthy citizen.

Soon after his graduation from Dartmouth College, Doctor Kimball came to Washington and was appointed as teacher in the seventh grade at Franklin School on September 1, 1882. His ability as a school man was early recognized. In 1900 he was elevated to a position of supervising principal and assigned to the fourth division. Later he became supervising principal of the old third division, following which he was assigned to the position of supervising principal in the seventh division, which covered a portion of east Washington north and south of East Capitol Street. In this position Doctor Kimball became established as an esteemed community leader. For nearly 20 years he labored continuously in that part of the city.

Later, in 1923, when there was a readjustment of school divisions, Doctor Kimball was assigned to the third division which was in that part of the city between Florida Avenue and the District Line and between Rock Creek Park and Soldiers' Home.

Doctor Kimball has served as president of the Teachers' Annuity and Aid Association for a number of years, and has also acted as president of the board of supervising principals for some time. In addition, he has acted as chairman of the following committees: Committee on thrift work in the elementary schools; committee of the teachers' council to consider new salary legislation; committee on the revision of the course of study in arithmetic for the elementary schools.

In view of his record of service the superintendent recommends that the Board of Education record a special vote of appreciation of the services rendered in the schools by Doctor E. G. Kimball, that a copy of this statement be spread on the minutes of this meeting, and that the secretary of the board be instructed to send a copy of it to Doctor Kimball.

MISS ADELAIDE DAVIS

At this meeting of the board the superintendent has the honor to submit the request for retirement of Miss Adelaide Davis, supervising principal of the sixth division, this retirement to become effective August 31, 1929. Miss Davis submits her retirement papers voluntarily, feeling that it is to her advantage physically to withdraw from the arduous work of her office, and thus put herself in a position to enjoy the freedom of retirement. The superintendent and the administrative officers regret that the schools must now lose one of their most valuable supervisory officials. Miss Davis has been a recognized leader among us, having contributed much to the progress of our schools during the long period of her service as principal and supervisory officer. In the counsels of the superintendent Miss Davis has displayed marked professional ability and sound judgment. In the supervision and leadership of her teachers, her influence has been felt in the effectiveness of classroom instruction in her schools. In the communities where she has labored she has won the esteem and confidence of school patrons.

It is a notable record to have served the schools so acceptably for 46 years. Appointed to the sixth grade at the Abbot School in 1883, Miss Davis was transferred successively to the Seaton, the Webster, and the Henry Schools, until her promotion to the seventh grade at the Arthur. Later she was promoted and again in 1893 assigned to the eighth grade at the Twining School. In recognition of her executive ability, Miss Davis was promoted to the principalship of the Emery School when that building was erected in 1903. At this time the Bloomingdale-Eckington section was growing rapidly and the Emery School was recognized as its educational center for elementary pupils. For a period of 20 years Miss Davis worked in this community as principal of the Emery School, where she won recognition as a community leader and at the same time established herself as one of the leading principals of the city. During this period Miss Davis for a number of years was president of the principals' association, and served on a number of committees which were steering important legislation in Congress affecting our teachers. Probably the most valuable achievement of this period was the passage of the teachers' retirement law, which has been a great boon to the teachers of this city. It is significant in this connection that at this time Miss Davis becomes the beneficiary of the very legislation for which she labored so assiduously for a number of years prior to 1920 when Congress passed the teachers' retirement act.

In recognition of her outstanding ability as a administrator, Miss Davis was promoted to the supervising principalship of the sixth division on October 1, 1923. For six years Miss Davis has had charge of the supervision of 17

elementary school buildings in that portion of northeast Washington. Here she has won an enviable reputation as an effective school officer and a wise community leader. She will be greatly missed in the conferences at school headquarters.

In view of this record of notable service in the schools, the superintendent respectfully recommends that the Board of Education express a vote of appreciation and commendation, that a copy of this statement be spread on the minutes of this meeting, and that the secretary be instructed to send a copy to Miss Davis.

MISS A. M. CLAYTON

At her own request the superintendent has the honor to present to the Board of Education at this meeting the retirement papers of Miss A. M. Clayton, administrative principal in charge of Seaton-Blake School, this retirement to become effective August 31, 1929. In retiring at this time, there comes to a close a period of 44 years of continuous service in the public schools of the District of Columbia. School officers and associates regret that it becomes necessary for Miss Clayton to withdraw from the schools at this time. As teacher and principal throughout these many years, the work of Miss Clayton has been characterized by conscientious devotion to duty.

In the early days of her labors, Miss Clayton taught the primary grades, advancing from grade to grade in several different schools. Her first assignment in October, 1885, was to the first grade at Peabody School, on the messenger salary of \$400 per annum. She was gradually promoted to higher grades, teaching at Blair, Madison, and Taylor Schools, until she was elevated to the principalship of Hayes School in 1896. She continued from that time on as a teaching principal in several buildings until she was advanced to an administrative principalship at the Seaton-Blake School in 1926. Previously she had served as teaching principal at Seaton for three years.

Professionally high minded and devoted to her calling as an educator, Miss Clayton served the schools well throughout her career. She was always concerned that her school be a center of wholesome influence for the community and labored consistently with that high purpose in view. In her leadership of teachers she stood for high professional ideals.

In submitting her retirement papers to the Board of Education, the superintendent recommends that the work of this officer and teacher be commended by the board, that a copy of her record of service be spread in the minutes of the meeting, and that the secretary send to Miss Clayton a copy of the record.

MISS A. L. GALESKI

The superintendent has the honor to submit to the Board of Education for its consideration at this meeting, the voluntary request for retirement of Miss A. L. Galeski, administrative principal of Grant-Weightman School, this retirement to become effective from and after August 31, 1929. Although in the best of health, Miss Galeski deems it wise to withdraw from service at this time rather than delay her retirement until impairment of health makes her retirement necessary. Devoted to the work of her profession, Miss Galeski has rendered faithful service in the schools as teacher and principal for 43 years. During 14 years of this time she has been a principal of elementary schools.

Her first assignment as a primary teacher in the schools was to the first grade at Thomson School in September 1886. She was promoted rapidly to higher grades, teaching third and fourth grades at Grant School and later a fifth grade at Adams. In 1892 she was promoted to a sixth grade assignment in Franklin School, after which she served for 14 years as seventh grade teacher in Dennison School. After teaching eighth-grade classes at Cooke, Thomson, Johnson, and S. J. Bowen Schools, Miss Galeski was honored by a promotion to a principalship at Bowen. This was in 1916. Later she was assigned to the principalship of Hyde School and in 1922 to the principalship of Weightman School. Two years later Miss Galeski was advanced to an administrative principalship when Grant and Weightman Schools were combined as a unit.

Her record shows that Miss Galeski has been in a position of leadership in a number of different communities. In the solution of her educational problems Miss Galeski has always been courageous and aggressive. For this

reason she was always recognized as a successful teacher of boys, who will remember her fine comradeship and broad understanding of the natural interests of boys. As an eighth-grade teacher for more than 20 years Miss Galeski influenced hundreds of boys and girls of adolescent age and will be remembered by them as a friendly teacher and principal.

The superintendent desires to recommend that the Board of Education express a vote of commendation of this officer who now retires, that a copy of this record be spread on the minutes of this meeting, and that the secretary be instructed to send to Miss Galeski a copy of the record.

MISS K. B. MACQUEEN

The superintendent is presenting for the consideration of the Board of Education at this meeting, the request for retirement of Miss Katherine R. Macqueen, administrative principal of Takoma School, this retirement to become effective from and after August 31, 1929.

This retirement will terminate a period of service very satisfactorily rendered throughout a period of 47 years. For 17 years Miss Macqueen has served as a teacher and for 20 years as principal at Takoma School. These professional labors have been so rendered by Miss Macqueen as to bring credit to herself as she now withdraws from her school labors.

In September, 1882, Miss Macqueen began her career as a teacher in the second grade at Thomson School. She moved up in the grades by gradual promotions, teaching the fourth, fifth, sixth, and seventh grades at Foree and Adams. Her promotion to an eighth-grade position came in 1906, her assignment being Dennison School, where she taught for three years. In recognition of her executive ability Miss Macqueen was promoted to the principalship at Takoma in 1909, and when that building received its addition and became a 16-room unit Miss Macqueen became an administrative principal.

It is an honor to labor acceptably in a community as an educational leader for so long a period as 20 years. Miss Macqueen has seen the school in Takoma grow from a small unit to a large building that now requires portable schools to take care of its enrollment. Her work as teacher and as principal has been characterized by the maintenance of high standards of instruction and by a devotion to high professional ideals. As a teacher and officer Miss Macqueen impressed her pupils with the desirability of being useful members in the home and worthy citizens in the community. She was always solicitous of the good effect of her school in the community life.

At this time when this faithful officer requests retirement, the superintendent desires to suggest that the Board of Education vote its appreciation of services well rendered, that a copy of this record be spread on the minutes of this meeting, and that Miss Macqueen be sent a copy of the record by the secretary of the board.

3. APPOINTMENTS TO FILL VACANCIES

The following appointments were made to fill vacancies during the school year 1928-29:

SENIOR HIGH SCHOOL PRINCIPAL

MR. HARVEY A. SMITH

Mr. Harvey A. Smith was appointed to fill the position vacated by the death of Mr. Alvin W. Miller.

Mr. Harvey Arthur Smith is a native of Lancaster, Pa. He was educated in the public schools and Fairview Academy, Pennsylvania. He received a degree of A. B. in 1914 from Franklin and Marshall College, Lancaster, Pa. In 1921 he received the degree of M. A. from the University of Pennsylvania. He is just completing his work for a doctor's degree in Teachers College, Columbia University, New York City.

Mr. Smith has had very extensive experience as teacher and school administrator. He was teacher of Latin and mathematics in Franklin and Marshall

College, Lancaster, Pa.; teacher of Latin and German in the Chester High School, Chester, Pa.; teacher of German in the Lancaster High School, Lancaster, Pa.; and teacher of mathematics in the Millville High School, Millville, N. J. He was made principal of the Millville High School, Millville, N. J., in 1922 and was promoted to the position of superintendent of schools, Millville, N. J., in 1925.

During the past year he has taken intensive postgraduate work in further preparation for administrative and supervisory positions. Among the courses which he has pursued in Teachers College have been a major course in educational administration, principles, and theory of the junior high school, philosophy of education, school statistics, methods of research, and comparative education.

Mr. Smith is 39 years old and married. He is the author of "A Study of High School Failures," and of various articles in the American Educational Digest. He has won the academic honors of Phi Beta Kappa and Phi Delta Kappa.

Mr. Smith has been recommended in the highest terms by those who have known of his work as a teacher, principal, and school superintendent.

The following quotation from a commendation by Paul R. Mort, director of the school of education, Teachers College, Columbia University, is typical of the character of commendations which have been furnished in regard to Mr. Smith:

"Mr. Smith is one of the most outstanding students that has come through the department of school administration for a number of years. I can recommend him without reservation of any sort for a position of major responsibility as a school administrator or as an instructor in a school of education. He is well fitted to make an outstanding contribution in either of these fields."

ASSISTANT HIGH SCHOOL PRINCIPAL

MR. H. DALE DAVIS

The vacancy caused by the promotion of Mr. Frank A. Woodward to the principalship of the Gordon Junior High School was filled by the appointment of Mr. H. Dale Davis.

Mr. Henry Dale Davis is a native of Wichita, Kans., and was graduated from the Kansas Teachers College of Emporia, Kans., in 1914 with a degree of A. B. He received the degree of A. M. from Teachers College, Columbia University, New York City, in 1920.

Mr. Davis was teacher of history and economics in Mulvane, Kans. He was principal and superintendent of schools in Protection, Kans., and teacher of history in the Wichita High School. He was principal of the Horace Mann Junior High School in Wichita, Kans., and teacher of history in the Lakewood High School of Lakewood, Ohio. He was principal of the Horace Mann Junior High School in Lakewood, Ohio.

Mr. Davis has been since 1925 associate in charge of university extension, Columbia University, New York. He comes to Washington with a broad experience in school work in the elementary, junior high school, and secondary and university fields. He is married and has one child, a girl 12 years of age.

ADMINISTRATIVE PRINCIPALS

MRS. FLORENCE H. ROGERS

On September 1, 1928, Mrs. Florence H. Rogers was appointed principal of the Wallach-Towers Schools, vice Miss Julia M. Rawlings, retired.

MISS ELLA M. CROOK

On January 2, 1929, Miss Ella M. Crook was appointed principal of the Wallach-Towers Schools, vice Mrs. Florence H. Rogers, transferred to the Bryan School.

MRS. FLORENCE N. CORNELL

On March 7, 1929, Mrs. Florence N. Cornell was appointed principal of the Edmonds-Maury Schools, vice Miss Florence C. Mortimer, transferred to Wheatley School.

4. APPOINTMENT TO NEW POSITION DUE TO REORGANIZATION

MISS A. E. HOPKINS

On August 1, 1928, the Barnard School was designated as a 16-room building, and Miss A. E. Hopkins, who was formerly the teaching principal of that school was promoted to be its administrative principal.

5. APPOINTMENTS TO FILL NEWLY CREATED POSITIONS

MR. JERE J. CRANE

On June 1, 1929, Mr. Jere J. Crane was appointed to the new position of first assistant superintendent in charge of buildings and grounds.

Mr. Frank W. Ballou announces the appointment of Mr. Jere J. Crane as first assistant superintendent of schools in charge of buildings and grounds, to begin service June 1, 1929.

Mr. Crane resides at 5829 Chevy Chase Parkway NW., Washington, D. C. He is at present employed in the office of the Supervising Architect, Treasury Department, designing Government buildings. The following is a statement of his qualifications.

Mr. Crane began the study of architecture in 1894. For five years he studied in the office of Carrere & Hastings, architects for the New York Public Library; he studied four years with Donn Barber, New York City; and he was a student of design at Columbia University.

Mr. Crane's experience is as follows:

1906-1911: Office of the Supervising Architect, Treasury Department.

1911-12: Office of Ingalls & Hoffman, architects, New York City.

1912-1921: Resident architect for the municipal sanatorium, Otisville, Orange County, N. Y.

1921-1924: Office of the Supervising Architect, Treasury Department, concerned with hospital construction.

1924-25: While on leave of absence, office of De Garmo & Varney, architects, Miami, Fla.

1926-29: Office of Supervising Architect, Treasury Department, designing Government buildings.

The municipal sanatorium at Otisville, N. Y., is a city hospital, operated by the New York City Health Department. As executive head of this sanatorium, Mr. Crane was in charge of all activities except the medical care of patients, including the designing, planning, and erecting of new buildings, and the management and upkeep of all the existing buildings and grounds, which were approximately 125 in number, located on 1,300 acres of land. Mr. Crane was responsible for securing the materials and labor for construction and maintenance of the buildings.

A complete water and sewerage system was installed, together with a system of roadways. Woodworking, plumbing, electrical, and blacksmith shops were operated on the premises. In addition, the hospital facilities, including a dairy and general farming and truck gardening, were developed and operated under his direction. The sanatorium provided for the care of 600 patients, and required 250 or more employees for its operation and maintenance.

Mr. Crane has been a registered architect in the State of New York since 1916, and is also registered in the District of Columbia.

MR. NORMAN J. NELSON

On July 1, 1929, Mr. Norman J. Nelson was appointed assistant principal of Western High School.

Mr. Norman J. Nelson is a graduate of George Washington University with a degree of A. B.

Mr. Nelson was first appointed as a teacher of business subjects in Central High School in 1922. In 1925 he was promoted as assistant principal, Central High School. In 1928 he resigned in order to go to Harvard University to pursue graduate study.

Mr. Nelson established for himself a splendid record for efficiency and real service in his connection with Central High School and we feel sure that his service in the new position will be of an outstanding character.

MR. GEORGE D. STRAYER, JR.

On July 1, 1929, Mr. George D. Strayer, jr., was appointed to the new position of statistician.

Mr. George Drayton Strayer, jr., was graduated from Princeton University with a degree of B. S. in 1927. In 1928 he was awarded the degree of M. A. by the Teachers College of Columbia University, New York. He is now a candidate for the degree of Ph. D. at Teachers College.

Mr. Strayer now occupies the position of assistant to the superintendent of schools, in charge of research, Great Neck, Long Island, N. Y. His training for the position to which he is recommended includes courses in educational administration, educational statistics, problems in elementary education, elementary school supervision, the psychology of elementary school subjects, and mathematics.

Mr. Strayer has presented testimonials of the highest character commanding him both for his training and personal qualifications. Prof. N. L. Engelhardt, professor of education, Teachers College, Columbia University, New York City, makes the following statement:

"Mr. Strayer gives splendid promise as a worker and leader in the field of education. I have known him since boyhood and characterize him as a splendid specimen of American manhood. I have every confidence in his ability to succeed and recommend him most strongly to boards of education or superintendents of schools desiring the services of an ambitious, clear thinking, and hard working young man."

6. TRANSFERS

Transfers of officers during the past school year without change of rank or salary were as follows:

MISS JANET M'WILLIAM

Supervising principal, from the second, fourth, and eighth divisions to the third division.

MRS. FLORENCE H. ROGERS

Administrative principal, from Wallach-Towers Schools to Bryan School.

MISS FLORENCE MORTIMER

Administrative principal, from Edmonds-Maury Schools to Wheatley School.

SECTION III. ESTABLISHMENT OF TEACHERS COLLEGES

The establishment of teachers' colleges in the District of Columbia is one of the most significant developments that has taken place in the school system of Washington in many years. The importance of the establishment of these schools lies in the far-reaching effect which better prepared teachers will have on the instruction provided in the public schools. Heretofore teachers in the elementary schools have been graduates of the 2-year normal school. Recently the normal school course was extended to cover a 3-year period. The establishment of teachers' colleges during the past year means that after July 1, 1933, when the first class will be graduated from the 4-year teachers' college, the eligibility requirements for teaching in the elementary schools of the District of Columbia will be a 4-year professional course leading to an appropriate degree. Because of the significance of thus raising the eligibility requirements for elementary school teachers, Section III is devoted to a brief historical statement covering the professional training of teachers in Washington.

1. ESTABLISHMENT OF THE NORMAL SCHOOLS

By an act approved June 23, 1873, a normal school was established for the City of Washington. Since certain provisions of that law led directly to the establishment of the teachers' colleges in 1929, the law is quoted in full as follows:

[An act to establish a normal school for the city of Washington]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the board of trustees of public schools of the city of Washington be, and is hereby authorized to establish a normal school in the Franklin School Building for the special education of advanced pupils, who are to become teachers in the public schools of said city.

SEC. 2. And be it further enacted, That the Board of trustees be authorized to employ a principal teacher of said school, at a salary not exceeding fifteen hundred dollars per annum, payable in monthly installments, as the salaries of other teachers of the public schools are paid: Provided, That no further expense shall be incurred by this act than is now required for teachers in the public schools for the year ending June 30, 1874.

SEC. 3. And be it further enacted, That the board of trustees shall have power to make all necessary rules and regulations for the organization and government of the Normal School, to prescribe the course of study to be pursued therein, and to fix terms for the admission and graduation of pupils: Provided, That the graduates of this school shall have preference in all cases when appointments of teachers for the public schools are to be made.

Approved June 23, 1873.

Teacher preparation for colored pupils in the District of Columbia was undertaken as an endeavor outside the public-school system previous to 1879, largely through the efforts of Miss Myrtilla Miner. In the year 1879 the normal school for colored pupils became a part of the public-school system of the District of Columbia.

2. REPORT OF THE SCHOOLHOUSE COMMISSION

The report of the schoolhouse commission of 1908 recommended for both the white and colored schools "a normal school or normal college with a large model practice department." As a result of this recommendation, the J. Ormond Wilson Normal School and the Myrtilla Miner Normal School buildings were constructed in 1913 and a more extended normal-school program inaugurated.

3. REORGANIZATION OF NORMAL SCHOOLS

In October, 1925, the superintendent called to the attention of the Board of Education the need of answering certain questions that had arisen in connection with the organization and operation of the two normal schools. Subsequently, on January 6, 1926, the superintendent presented a formal recommendation to the Board of Education that the United States Bureau of Education be asked to study the normal schools and make such recommendations to the Board of Education for the development of those schools as their study of the present institutions and the needs of the District of Columbia for trained teachers might suggest. Accordingly, the United States Bureau of Education accepted the invitation and reported to the board on June 28, 1926. The recommendations made by the United States Bureau of Education were considered by the board and school officials for several months. Following this study, the superintendent reported to the board on March 30, 1927, indicating general approval of the recommendations of the Bureau of Education. Significant among these recommendations was one proposing that the 2-year course in the normal schools should be extended to cover three years. This recommendation was approved by the Board of Education and put into effect July 1, 1927.

4. JUNIOR COLLEGES AND TEACHERS' COLLEGES FOR WASHINGTON

The junior college movement is a significant development that has taken place in higher education during the past 10 or more years throughout the country. Junior colleges have to do with the first two years of the 4-year college course. The movement has resulted in the establishment of independent junior colleges in different parts of the several States, thereby bringing higher education nearer to the homes of the people. Naturally, these institutions become feeders for the State university or for other 4-year collegiate institutions. The movement is also to be observed in 4-year collegiate institutions that have divided their 4-year program of study leading to a degree into two parts, one covered by the junior college and the other covered by the senior college.

From time to time during the past several years proposals have been made in the District of Columbia for the establishment of a junior college. This proposal was made in the interests of providing collegiate education for the high-school graduates of the District of Columbia at public expense. In his report for the school year 1927-28, the superintendent called attention to the junior college

movement and also to the desirability of considering the transformation of the normal schools into teachers' colleges. The superintendent closed his discussion of the matter with a recommendation that the board authorize a thoroughgoing study of the need of a junior college in Washington, as well as the establishment of teachers' colleges.

The discussion of the needs of the normal schools and the extension of the program of studies from two to three years undoubtedly directed public attention to the desirability of taking the additional step of establishing teachers' colleges. Before the superintendent was able to study and report on the need of a junior college and the establishment of teachers' colleges, the hearings on the appropriations bill for 1930 were held, and action was held by Congress leading to the establishment of teachers' colleges.

5. CONGRESSIONAL ACTION

The hearings before the subcommittee of the Committee on Appropriations of the House of Representatives developed a discussion of the necessity, desirability, or justification of the following proviso of the act of June 23, 1873, establishing the normal school, as follows:

Provided. That the graduates of this school shall have preference in all cases when appointments of teachers for the public schools are to be made.

Under the provisions of this legislation, graduates of the normal schools of the District of Columbia have been given preference in appointments of teachers for the elementary schools of the District of Columbia. During the past several years the number of such graduates has been sufficient to fill all new positions or vacancies in the teaching staff of the elementary schools, thereby precluding the possibility of any teacher outside of the District of Columbia securing a position to teach in the elementary schools of Washington, no matter what her training or success in teaching may have been.

The appropriation bill as reported by the subcommittee to the House of Representatives, contained the following legislative provision:

Provided, That beginning July 1, 1931, and thereafter, section 3 of the act of the Legislative Assembly of the District of Columbia, approved June 23, 1873, entitled "An act to establish a normal school for the city of Washington" (section 42, chapter 57, of the Compiled Statutes in force in the District of Columbia), shall apply only to those graduates of the normal schools of the District of Columbia who shall at the time of their graduation rank within the first 25 per cent of their respective classes, arranged in order of their ratings received for their entire normal-school course.

This legislative provision aroused much discussion among the residents of the District of Columbia, and caused the passage of a number of resolutions by citizens' associations against the enactment of this legislation. Nevertheless, the above proviso was included in the appropriations bill as it passed the House.

Further consideration was given to this provision by the subcommittee of the Committee on Appropriations of the Senate and the provision was eliminated.

In conference the proviso was modified to read as follows:

Provided, That effective July 1, 1933, that portion of section 3 of the act of the Legislative Assembly of the District of Columbia, approved June 23, 1873, (section 42, chapter 57, of the compiled statutes in force in the District of Columbia), which provides that the graduates of the normal schools in the District of Columbia shall have preference in all cases when appointments of teachers for the public schools are to be made, is hereby repealed: *Provided*, That the Board of Education is hereby authorized, under appropriations hereafter to be made, to expand the two existing normal schools into teachers' colleges, and at the end of the fourth year thereof to award appropriate degrees.

The significant changes made in this provision in conference are:

1. Changing the date for putting the law into effect from July 1, 1931, to July 1, 1933.

2. Changing the preference from the first 25 per cent of the graduating class to the entire repeal of the provision giving preference to normal-school graduates.

3. The addition of the proviso authorizing the Board of Education to expand the normal schools into teachers' colleges.

This provision of the District of Columbia appropriations act for 1930 is the legal authority for the establishment of teachers' colleges in Washington, D. C.

6. ESTIMATED COST

In connection with the consideration of the establishment of teachers' colleges by the Senate Committee on Appropriations, attention was given to the probable cost of such action. At the request of the chairman of the subcommittee of the Committee on Appropriations, Hon. Hiram Bingham, the president of the Board of Education, Mr. Charles F. Carusi, under date of January 28, 1929, addressed the following communication to Senator Bingham:

DEAR SENATOR: Complying with your request for an estimate of cost involved in expanding the two normal schools into teachers' colleges, I beg to advise you that after consultation with the school officials I feel justified in stating to your committee that the cost will not exceed a sum between \$30,000 and \$35,000 for each of the two normal schools.

The items of cost involve a salary for the head of the institution of between \$6,000 and \$7,000; four full-time professors, at salaries of \$4,500 to \$5,000; and an increase of from \$6,000 to \$8,000 to provide a new salary schedule for the other members of the faculty of the normal schools.

I think I am speaking for the people of Washington when I say that the better equipment of their sons and daughters for teaching positions throughout the country would be regarded as a reasonable quid pro quo for the surrender of the existing priority of placement in the local schools.

Very respectfully,

CHARLES F. CARUSI.

7. BOARD ACTION

Under date of April 17, 1929, the superintendent of schools submitted to the Board of Education the following report and orders establishing teachers' colleges, which orders were approved by the Board of Education.

LADIES AND GENTLEMEN: The appropriations act for the fiscal year ending June 30, 1930, contains the following legislative provision:

"Provided, That the Board of Education is hereby authorized under appropriations hereafter to be made, to expand the existing normal schools into

teachers' colleges, and at the end of the fourth year thereof to award appropriate degrees." At the request of the members of the Board of Education and for the purpose of putting the above legislation into effect, the superintendent submits the following orders for the consideration of the board.

ESTABLISHING TEACHERS' COLLEGES

Ordered, That from and after July 1, 1929, and for all pupils entering after that date, the Wilson Normal School and the Miner Normal School be, and hereby are, expanded respectively into the J. Ormond Wilson Teachers' College and the Myrtilla Miner Teachers' College.

That the program of study in the teachers' colleges shall be four years in length.

That on successful completion of the said 4-year course an appropriate bachelor's degree shall be conferred.

The significance of this order.—The significance of the passage of the above order will be indicated by the following statements.

1. All new students entering the teacher-training institutions after July 1, 1929, will enter for a 4-year teachers' college course leading to a degree.

2. All students now in the normal schools will continue as normal-school students, completing a 3-year normal-school course.

3. The first graduates of the teachers' colleges will be in the graduating class of June, 1933, and the members of this class and all subsequent teachers' college graduates will not receive the benefit of preferential consideration in the appointment of teachers in the schools of Washington, as provided in the act of 1873.

PUPILS NOW IN THE NORMAL SCHOOLS

"Ordered, That the status of the pupils now enrolled in the normal schools shall continue to be that of normal-school pupils, and that they shall be allowed to complete the 3-year normal-school course on which they have entered, notwithstanding the accompanying order establishing teachers' colleges for students thereafter entering teachers' training institutions."

The significance of this order.—The significance of the passage of the above order will be indicated by the following statements.

1. The present second-year class in the normal schools will complete its 3-year course in June, 1930, and the present first-year class will complete its 3-year course in 1931.

2. Since the first class from the 4-year teachers' colleges will be graduated in 1933, there will be no graduating class from the normal schools or the teachers' colleges in 1932.

3. All students now in the normal schools who successfully graduate therefrom in 1930 or 1931 will be entitled to preference in appointment of teachers in elementary schools as provided in the act of 1873.

ADMINISTRATIVE AND TEACHING STAFF

To change the present normal school faculties into teachers' college faculties the superintendent recommends the passage of the following orders:

"Ordered, That the administrative and teaching staff of each teachers' college shall consist of: (a) A president, (b) a dean, (c) professors, (d) assistant professors, (e) instructors, and (f) part-time instructors.

"Ordered, That the salary of the president of a teachers' college be, and hereby is, fixed at the salary of a first assistant superintendent of schools, namely, an initial salary of \$5,000, with an annual increase of \$200 for a period of five years until a salary of \$6,000 is reached.

"That the salary of the dean of a teachers' college shall be, and hereby is, fixed at the salary of the principal of a high school, namely, a minimum salary of \$4,000, with an annual increase of \$100 for a period of five years until a salary of \$4,500 is reached.

"That the superintendent of schools be, and hereby is, directed to make a study of the salaries of professors, assistant professors, and instructors in teachers' colleges, and to recommend to the Board of Education for its approval a salary schedule for the teachers' colleges in Washington."

APPROPRIATIONS

For the purpose of organizing and conducting teachers' colleges, the superintendent recommends that the Board of Education instruct the committee on finance of the board and the school officials to give consideration to the need of appropriations to be requested, either in the first supplemental estimates, which go to Congress in December, 1929, or in the regular appropriation act for 1931, for the following specified purposes:

1. Salaries of presidents of teachers' colleges.
2. Salaries of additional professors.
3. Increased salaries for members of the present faculties.
4. Additional assistant professors, instructors, and part-time teachers.
5. Structural changes in the two normal-school buildings.

RESTRICTION OF ENROLLMENTS

The superintendent and his assistants have not completed their study of the matter of restricting admission of students to the teachers' colleges. The superintendent hopes to report on this topic at an early date.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

8. ADMISSION TO THE TEACHERS' COLLEGES

At the meeting of the Board of Education held July 1, 1929, the following statement of entrance requirements and limitation of enrollment was approved:

GENERAL INFORMATION CONCERNING TEACHERS' COLLEGES, WASHINGTON, D. C.,
JULY 1, 1929

FOREWORD

The following information is given for the benefit of prospective students who consider entering the teachers' colleges:

An appropriate degree will be conferred on those who successfully complete the prescribed 4-year course of study.

The program of studies will include preparation of students to teach in:

- I. Kindergarten-primary grades (1, 2, and 3).
- II. Intermediate grades (4, 5, and 6).
- III. Junior high schools (7, 8, and 9—salary class 2A).

ENTRANCE REQUIREMENTS

1. Graduation from one of the high schools of the District of Columbia or graduation from a 4-year accredited high school that requires not less than 15 units of secondary work or the equivalent thereof.

2. Students must meet all health requirements. All students on entering and annually thereafter are required to take a physical and medical examination.

3. Students on entering will be required to take an entrance test for the purpose of more accurate guidance and classification.

4. Candidates who have had equivalent courses in accredited institutions shall be given appropriate credit for such work.

LIMITING ENROLLMENT

Since the pupil capacity of each teachers' college building is not over 600 students, it becomes necessary to establish a procedure for limiting the entering class each year to 150 students.

In case the number of applicants for admission to the entering class of a teachers' college in the District of Columbia in any year exceeds 150 students, the principal shall admit applicants who are graduates of an accredited high

school, and who are certified by the health officer as physically eligible for admission, in the following order:

1. Bona fide residents of the District of Columbia, who stand in scholarship in the upper two quartiles of their respective graduating classes.
2. Bona fide residents of the District of Columbia, who stand in scholarship in the third quartile of their respective graduating classes.
3. Nonresidents of the District of Columbia, who stand in scholarship in the upper two quartiles of their respective graduating classes.
4. Nonresidents of the District of Columbia, who stand in scholarship in the third quartile of their respective graduating classes.

The number of persons admitted on advanced standing should not be such as to result in any class exceeding 150 students.

No application for admission shall be considered after September 1 of each year except to fill the entering class quota of 150.

NOTE.—A resident student is one who resides with his parents or legally appointed guardian within the boundaries of the District of Columbia.

9. COURSE OF STUDY

At the meeting of the Board of Education held June 26, 1929, the following course of study was approved for the first year of the teachers' colleges. Tentative courses for the second, third, and fourth years have been worked out and informally discussed with the Board of Education. The officers requested further time to consider the courses for the later years.

Three programs of instruction will be offered, namely, kindergarten-primary, intermediate, and junior high. The course for the first year will be the same for all students.

	Hours	Credits
<i>First year, first semester</i>		
Required:		
Teaching, 101 (introduction to observation and participation).....	3	2
English, 101 (composition and literature).....	3	3
Social studies, 101 (history of civilization).....	3	3
Physical education and hygiene, 101.....	3	2
Art, 101.....	3	2
Electives.....		13
Total.....		15
Electives:		
Science, 101 (biology).....	3	2
Science, 111 (physics).....	4	3
Science, 121 (chemistry).....	4	3
Mathematics, 101 (arithmetic).....	2	2
Mathematics, 111 (college algebra).....	3	3
Foreign language, 101.....	3	3
Music, 111 (piano).....	2	1
<i>First year, second semester</i>		
Required:		
Psychology, 102 (introductory or elementary).....	3	3
English, 102 (speech arts).....	3	3
Social studies, 102 (geography, physiographic influences).....	3	3
Music, 102.....	2	1
Physical education and hygiene, 102.....	3	2
Electives.....		4
Total.....		16
Electives:		
Science, 102 (zoology).....	4	3
Science, 112 (botany).....	4	3
Science, 122 (physics).....	4	3
Science, 132 (chemistry).....	4	3
Mathematics, 102 (arithmetic).....	2	2
Mathematics, 112 (trigonometry).....	3	3
Foreign language, 102.....	3	3

10. THE FUTURE

It will take time to work out a program of instruction for the teachers' colleges of Washington. It is the hope of the school officials that when completed the program of instruction in our teachers' colleges will be second to none in the country. A faculty will be procured that will represent the standard of scholarship and teaching that should characterize a teachers' college of first rank.

It must be recalled that for two years the faculty of the normal school and the teachers' college will be concerned not alone with the program of instruction for teachers' college students, but will be concerned also with the 3-year program of instruction for normal-school students who are expected to complete the course that they have entered upon.

The enthusiasm that has been exhibited by the principals and faculties of the normal schools, and by the supervisory officers concerned with the development of these schools, gives confident assurance to the superintendent that these schools will promptly take that place in the school system which such collegiate institutions of high rank should take.

SECTION IV. LEGISLATION AFFECTING THE PUBLIC-SCHOOL SYSTEM

In Section IV the superintendent proposes to discuss briefly the legislation that was prepared and supported by the Board of Education during the school year 1928-29, and to call attention to certain other legislation which did not originate with the Board of Education but which affects the public-school system directly or indirectly.

THE BOARD'S LEGISLATIVE PROGRAM

At the outset of the school year 1928-29 the board adopted a systematic plan for securing the passage of the legislation that had been prepared by the board during the school year 1927-28. This legislation is as follows:

1. Amending certain sections of the teachers' salary act.
2. Exempting individual board members from personal liability.
3. Exempting public-school employees from the \$2,000 salary limitation.
4. Providing free textbooks for all public-school pupils.
5. Providing leave of absence with part pay for teachers and officers.

In addition to the above bills prepared in 1927-28, the Board of Education directed the committee on legislation early in the school year 1928-29 to prepare another bill covering a second 5-year school-building program for submission to Congress.

All of this proposed legislation will be classified and considered under three topics: Bills that passed, bills that failed, and bills not acted on.

BILLS THAT PASSED

Of the aforementioned bills, two were enacted into law, namely, amending certain sections of the teachers' salary act and exempting individual board members from personal liability.

Amendment of certain sections of the teachers' salary act.—This bill became a law when approved by the President on February 28, 1929. The law is as follows:

[Public No. 834—Seventieth Congress]

AN ACT To amend certain sections of the teachers' salary act, approved June 4, 1924, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled. That the following quoted provisions of Article I, covering salary class 2. teachers in junior high schools, are hereby repealed.

"A teacher in the junior high schools who possesses the eligibility requirements of teachers in the elementary schools, and who in addition has met the higher eligibility requirements established by the Board of Education for

teachers in Junior high schools, shall be paid in accordance with the following schedules:

"A teacher in the Junior high school who possesses the eligibility requirements of teachers in the senior high and normal schools shall be paid in accordance with the following schedules."

So that the salary schedule, as amended, shall read as follows:

"CLASS 2. TEACHERS IN JUNIOR HIGH SCHOOLS

"Group A. A basic salary of \$1,600 per year, with an annual increase in salary of \$100 for eight years, or until a maximum salary of \$2,400 per year is reached.

"Group B. A basic salary of \$2,500 per year, with an annual increase in salary of \$100 for three years, or until a maximum salary of \$2,800 per year is reached.

"Group C. A basic salary of \$1,800 per year, with an annual increase in salary of \$100 for ten years, or until a maximum salary of \$2,800 per year is reached.

"Group D. A basic salary of \$2,900 per year, with an annual increase in salary of \$100 for three years, or until a maximum salary of \$3,200 per year is reached."

SEC. 2. That the Board of Education is hereby authorized to establish the eligibility requirements and prescribe such methods of appointment or promotion for teachers in the junior high schools as it may deem proper, subject to provisions of law covering such matters now in effect or which may hereafter be enacted.

SEC. 3. That the following provision of section 9 of Article V of the act of June 4, 1924, "*Provided further*, That no person who has not received for at least one year the maximum salary of Group A in any class, or Group C of class 2, shall be eligible for promotion to Group B of any class or Group D of class 2," shall not apply during the fiscal year 1928 to the teachers affected by the provisions of paragraph (d) of section 6 of the same act.

SEC. 4. Amend paragraph (q) of section 6 of Article IV by adding the following:

"*Provided further*, That in the case of trade teachers in regularly organized trade schools the Board of Education is authorized to credit approved experience in the trades in the same manner and to the same extent as though it were experience in teaching."

SEC. 5. That this act shall take effect on its passage.

Approved, February 28, 1929.

COMMENTS ON THE LAW

The above legislation was sought by the Board of Education not to raise or change teachers' salaries but in order to remove from the field of controversy certain provisions of the law relating to promotions and appointments.

Certain explanatory matters relating to salary schedules for junior-high-school teachers was the subject of misunderstanding and prompted appeals by teachers for promotions which, in the opinion of the Board of Education, were not thought to be desirable or within the meaning of the law. The passage of this law repealing that explanatory matter eliminates any ground for differences of opinion regarding the eligibility of teachers for promotions to the 2C salary class, since section 2 of the above law specifically gives the Board of Education the authority to prescribe such methods of appointment or promotion as the board may deem proper, subject, of course, to the provisions of law.

Section 3 of the act was intended to correct partially an injustice to a group of 75 or 80 junior high school teachers who were actually

promoted from elementary school salaries to junior high school salaries but who were not given the benefit of \$100 for such promotion, which benefit had been extended by the law to every teacher experiencing the same promotion since the teachers' salary act went into effect in 1924. The fact that the act was not passed until 1929 makes section 3 of no force and effect, since the relief provided therein for said teachers came too late to accomplish its purpose.

Section 4 makes it possible for the Board of Education to allow credit for approved experience in the trades to those trade teachers who come from the trades into teaching. Heretofore persons coming from the trades into teaching positions in trade schools could only be paid \$1,400, the basic salary of that schedule, since practically none of them had had experience in teaching. This provision does not change the salary schedule but it does permit the Board of Education to give credit for trade experience thereby making it possible for the board to pay persons of experience in the trades as much as \$1,800 as an initial salary.

Exempting individual Board members from personal liability.—This bill became a law when approved by the President on January 26, 1929. The law is as follows:

[Public, No. 687.—Seventieth Congress]

AN ACT TO amend Public Law No. 254, approved June 20, 1906, known as the organic school law, so as to relieve individual members of the Board of Education of personal liability for acts of the board

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Public Law No. 54, approved June 20, 1906, be amended by adding, at the end of section 2 of said act, the following:

"The members of the Board of Education of the District of Columbia shall not be personally liable in damages for any official action of the said board performed in good faith in which the said members participate, nor shall any member of said board be liable for any costs that may be taxed against them or the board on account of any such official action by them as members of the said board; but such costs shall be charged to the District of Columbia and paid as other costs are paid in suits brought against the municipality; nor shall the said board or any of its members be required to give any supersedeas bond or security for costs or damages on any appeal whatever."

Approved. January 26, 1929.

COMMENTS ON THE LAW

The report of the Committee on the District of Columbia of the House of Representatives explained the purpose of this act in the following language:

The object of the bill is to relieve members of the Board of Education of the District of Columbia of any personal liability for payment of damages or costs in suits or actions at law growing out of official acts of the board.

The bill is intended to relieve a situation brought about by the fact that judgments, carrying costs, have in several instances been rendered against members of the board in actions brought against them regarding matters of interpretation, etc., of acts of Congress dealing solely with school matters, and with which the members of the board had no personal connection, the result being to hinder and obstruct them in making transfers of their own real estate. Eventually the District pays costs taxed against members of the board in litigation growing out of their official acts, but in the meanwhile a cloud is put upon the title to property of the individuals constituting the board.

BILLS THAT FAILED

Two bills which were prepared and supported by the Board of Education failed of passage in the Seventieth Congress. These bills provided the exemption of public-school employees from the \$2,000 salary limitation, and free textbooks for public-school pupils.

Exempting public-school employees from the \$2,000 salary limitation.—The bill was introduced in Congress on March 29, 1928, in the following form:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the provisions of section 6 of the legislative, executive, and judicial appropriation act, approved May 10, 1916, as amended, shall not apply to employees of the night schools, vacation schools, and Americanization schools of the public-school system of the District of Columbia conducted under and within appropriations made by Congress.

The bill was indorsed by the Board of Commissioners on March 27, 1928. It passed the Senate on May 3, 1928. It was reported with certain amendments by the Committee on the District of Columbia of the House of Representatives on May 11, 1928, and recommended for passage. It died on the calendar of the House when Congress adjourned on March 4.

COMMENT ON THE BILL

The provisions of section 6 of the legislative, executive, and judicial appropriation act, approved May 10, 1916, as amended, which the above bill modifies, are as follows:

SEC. 6. That unless otherwise specially authorized by law no money appropriated by this or any other act shall be available for payment to any person receiving more than one salary when the combined amount of said salaries exceeds the sum of \$2,000 per annum, but this shall not apply to retired officers of the Army, Navy, or Marine Corps whenever they may be appointed or elected to public office or whenever the President shall appoint them to office by and with the advice and consent of the Senate, or to officers and enlisted men of the organized militia and naval militia in the several States, Territories, and the District of Columbia.

The effect of the above law is to prevent the Board of Education from employing in night schools, vacation schools, and Americanization schools employees of various Government departments who have expert knowledge that would be of great value to students in such schools. Because of the higher salaries that have been established since 1916 both in the school system and in Government departments, persons in the Government whom it is the desire of school officials to employ are receiving a salary from the Government which, when combined with the pay which they receive in the high schools computed as directed by the Comptroller General almost invariably exceeds \$2,000.

The repeal of this provision, as proposed in the above bill, would not increase the cost of the activities carried on under the Board of Education; neither would it modify the salary schedules for such service. It would, however, permit the employment of better-trained teachers in some of the vocational and clerical subjects.

Providing free textbooks for public-school pupils.—The free textbooks bill was introduced in Congress in 1928. A similar bill had received the approval of the Director of the Bureau of the Budget on February 15, 1927, and he reaffirmed his former opinion relative

to this bill on March 29, 1928. The Commissioners of the District of Columbia recommended its passage in a report to Congress dated April 2, 1928. The bill passed the House of Representatives on February 11, 1929, in the following form.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Board of Education of the District of Columbia shall provide pupils of elementary schools, junior high schools, and senior high schools of the District of Columbia free of charge with the use of all textbooks, supplemental books, and other necessary educational books and supplies.

SEC. 2. That all books purchased by the Board of Education shall be held as property of the District of Columbia and shall be loaned to pupils under such conditions as the Board of Education may prescribe.

SEC. 3. That parents and guardians of pupils shall be responsible for all books loaned to the children in their charge and shall be held liable for the full price of every such book destroyed, lost, or so damaged as to be made unfit for use by other pupils.

SEC. 4. That the Board of Education shall purchase for use in the public schools only such books and supplies as shall have been duly recommended by the superintendent of schools and formally approved by the Board of Education.

SEC. 5. That the Board of Education, in its discretion, is authorized to make exchange or to sell books or other educational supplies which are no longer desired for school use.

SEC. 6. That the Board of Education is authorized to provide for the necessary expenses of purchase, distribution, care, and preservation of said textbooks, supplementary books, and educational supplies out of money appropriated under authority of this act.

SEC. 7. That this act shall take effect from the date of its passage.

Passed the House of Representatives February 11, 1929.

On February 15, 1929, the Senate Committee on the District of Columbia, recommended to the Senate favorable action on the bill as it passed the House.

No legislation in recent years has raised more interest or been accredited more universal support than this bill to provide free textbooks and educational supplies for the pupils of the public schools of the District of Columbia.

A bill, similar to the bill as it passed the House, had been approved by the Senate Committee on the District of Columbia May 4, 1928, and recommended for passage.

The failure of the passage of the free textbook bill in the Senate was due to the objections raised to it first by one Senator and then another.

After having satisfied the objections of the first Senator who objected to the measure, another Senator objected to the passage of the bill unless it should be amended to incorporate certain views which he holds with respect to the matter of separation of church and State.

The committee on legislation of the Board of Education, of which Mr. Henry Gilligan is chairman, made the following report to the Board of Education after Congress had adjourned and the free textbook bill had failed of passage:

The failure of enactment of the free textbook and supplies bill is a matter of deep regret to your committee. The House of Representatives passed it without amendment. In the Senate, when brought before that body under the unanimous consent calendar, it was repeatedly objected to by Senator Phipps, of Colorado. Many interviews were had with the Senator by various delegations, and he finally withdrew his objections, with the exception of a change in

wording. The committee wishes to express its appreciation of this action on the part of Senator Phipps. The actual reason for the defeat of the measure should be laid at the feet of Senator Heflin, of Alabama. In his great zeal to force a vote on his amendments, designed to prevent the teaching of anything in our public schools contrary to the "American doctrine of separation of church and State," it was impossible to secure consideration of the bill by the Senate. The chairman of this committee pleaded with the Senator not to allow the defeat of the bill by the insistence upon his amendments, and called his attention to the fact that such insistence would result in depriving many poor boys and girls of the District of Columbia of a high-school education; the chairman also urged the Senator to give him one example of any un-American teaching in our schools at the present time, promising to bring such example to the attention of the board at once. No such example was forthcoming. The people of the District of Columbia may properly lay the blame for the defeat of the bill on Senator Heflin.

BILLS NOT ACTED ON

The Board of Education also prepared two other bills during the school year 1928-29, one providing leave of absence for teachers and officers with part pay and another providing a second 5-year school-building program. The school officials and the Board of Education consider these bills to be of major importance.

A description of the efforts of the Board of Education in the preparation and furtherance of these bills will reveal the care exercised in the preparation of school legislation as well as the difficulties under which the board labors in undertaking to secure the enactment of such legislation.

Leave of absence with part pay for teachers and officers.—On November 17, 1926, the board agreed that provision for leave of absence with part pay for teachers and officers was highly desirable and instructed its legislative committee to proceed with the preparation of such legislation. Immediately the superintendent and chairman of the committee on legislation began the preparation of a bill. More than a year was spent by the superintendent and the chairman of the committee with the teachers' council in preparing and revising a bill to the end that the bill would receive the united support of teachers and officers. The bill when ready for the commissioners had received universal indorsement, with but few objections made to it.

The bill as finally drafted was submitted to the Board of Education on January 11, 1928, and approved. This bill was then presented to the Board of Commissioners of the District of Columbia. There then followed conferences of school officials and board members with the commissioners in support of this bill. On February 25, 1929, the commissioners returned the bill with a report from the Bureau of Efficiency suggesting certain changes in the bill.

Following the receipt of this report, Mr. Gilligan, chairman of the committee, and the superintendent had a conference with the Board of Commissioners with a view of completing the revision of the bill at once. It was the obvious feeling of the commissioners that any further action on their part should be deferred until fall. The school officials and the board will revise the bill in accordance with the suggestions of the Bureau of Efficiency and return it to the commissioners for further consideration.

Obviously some of the difficulties which confront the Board of Education in securing school legislation arise from the apparent

necessity that such legislation must be submitted to Congress through the Board of Commissioners of the District of Columbia. Unless the Board of Commissioners approve of such legislation they do not forward it to Congress. If such legislation involves expenditures, as most proposed school legislation does, the commissioners must also secure the approval of the Director of the Bureau of the Budget.

COMMENT ON THE BILL

This bill provides that teachers and officers in the public schools of the District of Columbia may be given leave of absence for educational purposes by the Board of Education with part pay during said leave. A number of cities make such provision.

In general, such leaves of absence with part pay are justified on the ground that the school system expects increasingly satisfactory service from its teachers and, more and more, as in Washington, establishes a higher salary schedule for those teachers who are found to possess superior merit. Provision for leave of absence with part pay will encourage more teachers and officers to make preparation for increased efficiency. Moreover, such leave during the school year will make it possible for teachers and officers to secure more extended and more thorough training than they can during a six weeks' summer session at a college or university. It will likewise tend to encourage teachers to take such leave and will thereby make it possible for teachers to use their summer vacation periods for genuine recreation and rest which some of them must have if they are to maintain their physical strength and vigor.

Since the bill is not in final form, but as has been indicated will be modified in accordance with the suggestions of the Bureau of Efficiency, the draft of the bill is not included in this report.

Second 5-year school building program.—In his report to the Board of Education for the year 1927-28, the superintendent called attention to the fact that the period intended to be covered by the first 5-year school building program act ended June 30, 1930; that the need for additional school facilities in sections of the city not intended to be provided for in the first 5-year school building program was pressing; and that the representatives of the various associations in the District of Columbia in annual conference with the board had been advised of the intention of the board to prepare a second 5-year school building program bill and had been asked to submit to the committee on legislation their views as to need for land and buildings in their respective areas. Accordingly, in the aforesaid report the superintendent made the following recommendations:

1. That the Board of Education ask the committee on legislation to proceed as expeditiously as possible in the preparation of a second 5-year school building program act.
2. That the committee on legislation consider and take proper action on several questions which must be answered in connection with the preparation of such legislation.

The questions raised by the superintendent relative to the second 5-year program were as follows:

1. What buildings should be abandoned?
2. What buildings can be enlarged?

3. What buildings need reconditioning for improved use?
4. What new buildings are needed?
5. What shall be the policy of the Board of Education in the acquisition of land for playgrounds around the older buildings?

The board approved the recommendation of the superintendent and instructed its committee to proceed with the preparation of a bill. In determining the answers to the questions stated above the committee on legislation sought the professional advice of a committee made up of Mr. A. L. Harris, municipal architect, Maj. L. E. Atkins, assistant to the engineer commissioner, and Maj. R. O. Wilmarth, assistant superintendent of schools in charge of business affairs. This committee visited the buildings concerning which the board desired information, and answered the questions raised.

The superintendent prepared and submitted to the committee and the board a comprehensive report based on a study of capacity of schools, probable increase in enrollment due to shifts of population, and other possible developments affecting school attendance.

As a result, the committee prepared and submitted to the board a bill, which was approved by the Board of Education on December 19, 1928, and submitted to the Commissioners of the District of Columbia.

Subsequently Congressman Robert G. Simmons, chairman of the subcommittee of the Committee on Appropriations, introduced in the House of Representatives on January 14, 1929, a bill intended to accomplish the same purpose, as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to provide for the expansion of the public-school facilities of the District of Columbia to cover existing needs and to care for the future growth of the school system by the acquisition of new sites, the enlargement of sites now or hereafter required, the erection of new buildings, the enlargement, extension, and major alteration or conversion of buildings now or hereafter erected, the acquisition of sites and erection of structures for athletic fields and school playgrounds either as a part of or separately from school plants and the enlargement of any such or similar sites and structures, and for any auxiliary buildings or structures deemed essential to make any school plant complete for educational purposes, there is hereby authorized to be appropriated from time to time as the needs of the public-school system may require such sum or sums as in the aggregate will not exceed \$10,000,000.

SEC. 2. Any necessary portion of the program authorized by the act entitled "An act to authorize a five-year building program for the public-school system of the District of Columbia which shall provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia," approved February 26, 1925 (Forty-third Statutes, pages 986-994), not covered by appropriations, or authorizations to make contractual obligations therefor, by the date that this act takes effect shall be absorbed and become a part of the authorization provided in section 1.

SEC. 3. The enlargement of sites as provided for in section 1 shall include the property necessary for such purposes whether contiguous to the particular site or sufficiently near it to fulfill the necessities of the school system.

SEC. 4. Such sums as are appropriated under the authority of this act shall be payable out of the combined appropriations from the revenues of the District of Columbia and the Treasury of the United States in the manner provided in the acts making appropriations for carrying out the purposes of this act.

SEC. 5. This act shall be effective on and after July 1, 1929.

At the request of the chairmen of the District Committees in the House and Senate, the board furnished Congressman Zihlman and Senator Capper with copies of its bill. The bill was introduced in

the House of Representatives by Mr. Zihlman on January 21, 1929, and the identical bill was introduced by Senator Capper on January 31, 1929.

A BILL To authorize a second 5-year building program for the public-school system of the District of Columbia which shall provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That it is the purpose of this act, which shall hereafter be known as the second five-year school building program act, to continue and extend the purpose of the first five-year school building program act for another five-year period in order to provide a sufficient number of school buildings to make it possible to eliminate and avoid the use of portables; to eliminate and avoid the use of rented buildings; to eliminate and avoid the use of undesirable rooms; to keep elementary school classes to a standard of not more than forty pupils per class; to provide a five-hour day of instruction for elementary school pupils, thereby eliminating and avoiding part-time classes; to abandon all school buildings recommended for early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high-school pupils, thereby eliminating and avoiding the double shift and short-day program in the high schools; to provide for the annual increase in enrollment of pupils during the period from July 1, 1930, to June 30, 1935; and in general, to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations.

ELEMENTARY AND JUNIOR HIGH SCHOOLS

Sec. 2. The following items for the purchase of land for school sites and school playgrounds, and for the construction of buildings for elementary schools and junior high schools are authorized:

DIVISION I

ELEMENTARY SCHOOLS

For the purchase of a site in Burleith, or vicinity, on which to locate a new 16-room school building ultimately to replace the Fillmore School.

For the erection of an 8 room extensible building, including a combination gymnasium and assembly hall on a site to be purchased in Burleith or vicinity to relieve the Fillmore School.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site at Thirty-first and Broad Branch Road now owned by the District of Columbia.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site to be purchased in Wesley Heights.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site already authorized to be purchased in the vicinity of Connecticut Avenue and Upton Street.

For the purchase of land adjoining the Murch School for playground purposes.

For the purchase of a site in the vicinity of Forty-first and Jenifer Streets northwest on which to locate a typical elementary school building ultimately to replace the E. V. Brown School.

JUNIOR HIGH SCHOOLS

For the construction of two gymnasiums at the Gordon Junior High School in accordance with the original plans for the construction of said building.

For the construction of one wing to the junior high school authorized to be erected in the Reno section in accordance with the plans of the typical junior high school.

DIVISION III

ELEMENTARY SCHOOLS

For the purchase of a site in the vicinity of the Keene School to provide for the replacement and enlargement of that school building.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall, on a site to be purchased in the vicinity of the Keene School.

For the construction of an 8-room addition to replace the original four rooms of the Truesdell School, making the Truesdell Schools a 16-room building of the modern type, including the necessary remodeling of the present building.

For the construction of an 8-room addition to the Whittier School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present building.

For the purchase of additional land adjoining the Bancroft School to provide for the construction of an addition to said school.

JUNIOR HIGH SCHOOLS

For the construction of a third story of eight rooms at the Powell Junior High School, together with a gymnasium, including the necessary remodeling of the present structure.

For the construction of a second wing at the Macfarland Junior High School, including the necessary remodeling of the present building.

For the construction of one wing at the Paul Junior High School in accordance with the original plans of the typical junior high school, including the necessary remodeling of the present building.

DIVISION V

ELEMENTARY SCHOOLS

For the erection of an 8-room addition to the Woodridge School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present building.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall, on a site now owned by the District of Columbia at Tenth and Evarts Streets northeast.

DIVISION VI

ELEMENTARY SCHOOLS

For the erection of an 8-room addition to the Kingsman School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present structure.

DIVISION VII

ELEMENTARY SCHOOLS

For the construction of a 4-room addition to the Congress Heights School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present building.

For the construction of a 4 room addition to the Randle Highlands School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present structure.

JUNIOR HIGH SCHOOLS

For the construction of connecting corridors between the Hine Junior High School and the Towers School and the necessary remodeling of both buildings.

For the purchase of a site in the vicinity of the Ketcham-Van Buren Schools on which to locate a new junior high school in Anacostia.

For the erection of a junior high school building on a site to be purchased for that purpose in the vicinity of the Ketcham-Van Buren Schools in accordance with the plans of the typical junior high school.

DIVISIONS X-XI

ELEMENTARY SCHOOLS

For the purchase of additional land adjoining the Bruce School to provide for the enlargement of that school.

For the erection of an 8-room addition at the Bruce School to replace the old structure, including a combination gymnasium and assembly hall, and the necessary remodeling of the present building to make the Bruce School a 16-room building of modern type.

For the purchase of land adjoining the old John F. Cook site on which to locate a typical 16-room elementary-school building.
 For the erection of a 16-room typical elementary-school building on the site of the old John F. Cook School.

DIVISION XIII

ELEMENTARY SCHOOLS

For the purchase of a site in the vicinity of Twentieth and Rosedale Streets Northeast on which to locate a typical elementary-school building.
 For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site to be purchased in the vicinity of Twentieth and Rosedale Streets Northeast.
 For the erection of an 8-room addition to the Smothers School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present building.
 For the purchase of additional land at the Ambush School for playground purposes.

JUNIOR HIGH SCHOOLS

For the purchase of a site on which to locate a junior high school in the vicinity of Eighteenth Street and Benning Road Northeast.
 For the erection of a junior high school on the site to be purchased in accordance with the typical junior high school plans.

SENIOR HIGH SCHOOLS

SEC. 3. The following items for the purchase of land for school sites, athletic fields, and for the construction of buildings for senior high schools are authorized:

For the construction of a second-floor corridor between the old and the new parts of the Armstrong High School, the construction of an additional gymnasium, a hot house, a paint shop, and the necessary remodeling of the present structure.

For the purchase of additional ground adjacent to the McKinley High School.

For the purchase of a site on which to erect a new building for the Cardozo High School.

For the purchase of a site on which to erect a new senior high school in the vicinity of Reno.

For the purchase of a site on which to erect a new senior high school north of Brightwood.

SEC. 4. The phrase used in this act "for the purchase of land adjoining" a given school shall be construed as making possible the purchase of land "in the immediate vicinity of" said school, provided the land now available adjoining a given school shall not be equally available at the time the estimates are made for such purchase.

SEC. 5. Nothing in this act shall be construed as precluding the possibility of the Board of Education submitting, the commissioners and the Bureau of the Budget approving and forwarding, or of Congress appropriating money for an item or items for the purchase of land or for the construction of buildings thereon made necessary in the future by the development of conditions which were not foreseen when this act was passed.

SEC. 6. Estimates of expenditures for buildings and grounds for the public schools of the District of Columbia shall hereafter be prepared in accordance with the provisions of this and the preceding act. Items for buildings and grounds amounting to at least one-fifth of the total estimated cost of the second 5-year school building program act shall annually be submitted by the Board of Education to the District Commissioners, to the Bureau of the Budget, and to the Appropriations Committees of Congress. This amount shall be exclusive of the estimates for buildings and grounds authorized to be appropriated for in the first 5-year school building program act.

SEC. 7. Whenever the Board of Education shall advise the Commissioners of the District of Columbia that any school building authorized for abandonment in the 5-year school building program act approved February 26, 1925, or any school building authorized for abandonment in this act, is no longer needed for public-school purposes; and when, in the judgment of the said commissioners, any of the aforementioned school buildings and land is not needed for

public use by the District of Columbia, the said commissioners are authorized and empowered to sell to the highest bidder at public auction said building and land: *Provided*, That if in the opinion of the said commissioners the highest bid made at any said sale for the land or building thereon is not a full and fair price for the same, the said commissioners shall have the right to reject such bid or bids, and shall have the right to sell said property after due advertisement to the highest bidder under competitive proposals for the purchase of said property; and that the proceeds of the sale of such land and buildings thereon shall be paid into the Treasury of the United States to the credit of the District of Columbia, subject to appropriation for the purchase of school sites and school playgrounds and for the construction of public-school buildings.

SEC 8. This act shall become effective on the first day of July following its passage.

At a later date, namely on April 17, 1929, Congressman Simmons introduced his former bill in revised form, as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to provide for the expansion of the public-school facilities of the District of Columbia to cover existing needs and to care for the future growth of the school system by the acquisition of new sites, the enlargement of sites now or hereafter acquired, the erection of new buildings, the enlargement, extension, and major alteration, or conversion of buildings now or hereafter erected, the acquisition of sites and erection of structures for athletic fields and school playgrounds either as a part of or separately from school plants and the enlargement of any such or similar sites and structures, and for any auxiliary buildings or structures deemed essential to make any school plant complete for educational purposes, there is hereby authorized to be appropriated from time to time as the needs of the public-school system may require such sum or sums as in the aggregate will not exceed \$10,000,000.

SEC. 2. The enlargement of sites as provided for in section 1 shall include the property necessary for such purposes whether contiguous to the particular site or sufficiently near it to fulfill the necessities of the school system.

SEC. 3. Such sums as are appropriated under the authority of this act shall be payable out of the combined appropriations from the revenues of the District of Columbia and the Treasury of the United States in the manner provided in the acts making appropriations for carrying out the purposes of this act.

Hearings were not held on any of these bills.

The commissioners did not act on the bill of the Board of Education.

OTHER LEGISLATION

In addition to the legislation prepared by the Board of Education, other laws passed Congress affecting directly or indirectly the school system: One, the so-called diploma mill bill, and the other the healing arts act.

Diploma mill bill.—The diploma mill bill is intended to prevent fraudulent institutions from operating in the District of Columbia. The bill provides that a degree shall not be conferred unless the institution proposing to confer said degree shall have received from the Board of Education of the District of Columbia a license authorizing it to confer said degree. This act places on the Board of Education the responsibility of determining that the institution is managed by persons of good repute; that the quantity and quality of work are up to standard; that the admission requirements are the usual high-school graduation; that the courses offered and the number and qualifications of the members of the faculty are satisfactory; and that the institution possesses suitable classroom, laboratory, and library facilities.

In the discharge of its functions under this act the Board of Education may call on officers of the public-school system of the District of Columbia and bureaus of the Federal Government concerned with educational matters, for such advice and assistance as the Board of Education may from time to time desire to have.

This bill was approved March 2, 1929, and the Board of Education has already issued licenses to a number of institutions giving them authority to confer degrees at the close of the last school year.

Healing arts act.—The healing arts act was approved February 27, 1929, and is intended to regulate the practice of the healing arts in the interests of public health in the District of Columbia. This act is referred to in this report because the commission set up by law for the enforcement of the act includes the superintendent of public schools of the District of Columbia. The other members are the president of the board of commissioners, the United States Commissioner of Education, the United States district attorney for the District of Columbia, and the health officer.

This act is of interest to the Board of Education because, on the one hand, the Board of Education under the so-called "diploma mill bill" has authority to issue or withhold a license for the conferring of the degree of doctor of medicine by any college of medicine in the District of Columbia. On the other hand, it is also the function of the commission on licensure, created under the healing arts act, to concern itself with the establishment of standards for medical schools within the District of Columbia, and to admit or refuse to admit graduates of such institutions to examinations preliminary to entering the practice of medicine in the District. Obviously, the Board of Education and the commission on licensure under the healing arts act have to do with the common problem of standards of medical schools within the District of Columbia.

SECTION V. STATUS OF THE 5-YEAR SCHOOL BUILDING PROGRAM ACT AS OF OCTOBER 1, 1929

Annually since the 5-year school building program act was approved, the superintendent has reported to the Board of Education in his annual report on the progress made from year to year in putting that legislation into effect. The 5-year school building program act became a law February 26, 1925, which was subsequent to the consideration by Congress of the appropriations bill for the District of Columbia for the fiscal year ending June 30, 1926. The first appropriations under the 5-year school building program act were carried partly in the second deficiency bill for 1925 and partly in the regular appropriations bill for the fiscal year ending June 30, 1926.

While the law itself authorizes a 5-year program, it does not specifically indicate within its language when the beginning or the end of that 5-year period is. The evidence presented in support of the bill clearly indicates that the 5-year school building program was to cover the years 1926, 1927, 1928, 1929, and 1930. Obviously, therefore, the appropriations act for the District of Columbia for the fiscal year ending June 30, 1930, that is this school year, is for the fifth or last year of the period that the school building program bill was intended to cover. Since it was the purpose of the bill to relieve the congested conditions that had accumulated over a period of years and to provide for increased enrollments in elementary and junior and senior high schools during that period, and since the fifth year of that period has been reached, it seems especially desirable to review in detail what has been accomplished under that legislation and also to indicate what still remains to be done under the provisions of that law.

In this connection it must be remembered also that the first 5-year school building program act was not intended to meet any conditions that would arise after July 1, 1930. Obviously, therefore, the people of the District of Columbia are now confronted with the problem of completing the building program authorized in the first 5-year school building program act and also with the necessity of meeting new conditions that will inevitably arise after July 1, 1930. This situation was impressed on the school officials and the Board of Education when they were preparing the school estimates for 1931 last June, which estimates will be presented to Congress by the President next December.

SCHOOL BUILDINGS

The school buildings authorized in the 5-year school building program act approved February 26, 1925, have been classified in the following tables to show the buildings that have been completed and

occupied; appropriated for, with probable date of completion; and not yet appropriated for, with present status:

ELEMENTARY SCHOOL CONSTRUCTION

A. Completed and occupied

School	Division	Number of rooms		Date appropriated for	Date of occupation
		Authorized	Built		
Oyster	I	18	18	1925	Sept. 20, 1926
Barnard	III	16	8	1926	Do.
Truesdell	III	12	8	1920	Do.
Whittier	III	8	8	1920	Do.
Brightwood	III	16	16	1925	Do.
Bell	XIII	16	18	1925	Do.
Burroughs	V	8	8	1927	Do.
Woodridge	V	8	8	1927	Sept. 19, 1927
Bruce	X	8	8	1927	Do.
Petworth	III	(1)	(1)	1927	Do.
West	III	(1)	(1)	1927	Dec. 12, 1927
Smothers	XI	4	4	1927	Jan. 1, 1928
Barnard	III	4	4	1928	Jan. 9, 1928
Key	I	4	4	1928	Sept. 6, 1928
Wheatley	VI	(1)	(1)	1928-29	Nov. 31, 1928
Bryan	VII	4	6	1928	Dec. 8, 1928
Bowen, S. J.	VIII	4	4	1929	Apr. 23, 1929
Takoma	III	(1)	(1)	1929	Sept. 1, 1929
Total		116	106		Oct. 1, 1929

¹ Combination assembly and gymnasium included.

² Second deficiency appropriation bill.

This table should be read in the following manner: In the first division 8 rooms and a combination assembly and gymnasium were authorized in the 5-year school building program act at the Oyster School; the Oyster School was built in accordance with the specifications of the 5-year program; the appropriation for the Oyster School was carried in the second deficiency bill for 1925; and the building was occupied on September 20, 1926.

The elementary school buildings that have been appropriated for, constructed and occupied between September 1, 1926, and October 1, 1929, provide 106 classrooms for elementary school pupils and 9 combination assembly and gymnasiums.

The construction has been carried out as authorized in 14 schools, and has been modified in 4 schools. Modifications of construction as authorized in the 5-year building program act have been made in four schools for the reasons indicated below:

Truesdell School.—Twelve rooms and a combination assembly and gymnasium were authorized to be constructed as an addition to the Truesdell School, consisting of four rooms. In the judgment of the municipal architect and the school officials, after careful investigation of the matter, the four original rooms constituting the Truesdell School should be abandoned, and a 16-room building with an assembly and gymnasium should be constructed in accordance with the type building. Accordingly, eight rooms have been constructed to date, leaving the 4 additional rooms and assembly and gymnasium to be constructed when the four original rooms can be abandoned.

Bell School.—Sixteen rooms and an assembly and gymnasium were authorized as an addition to the Bell School, which consisted of eight

rooms, thereby making a 24-room building. In lieu of 16 rooms, eight rooms have been constructed to date. It is now believed that the eight additional rooms should not be constructed at the new Bell School, but should be transferred to the Anthony Bowen School.

Bruce School.—An 8-room addition, including assembly and gymnasium, was authorized. Improved property had to be purchased for this construction. The location of the alley at the rear of the school, together with the limited additional land purchased, made it impossible to construct the combination assembly and gymnasium with the eight-room addition to this school. The assembly and gymnasium is needed at this school.

Bryan School.—A 4-room addition to this school was authorized on the assumption that this addition would be constructed on the ground at one end or the other of the 12-room structure. In that case additional land would have been necessary. The property to be acquired at either side of the present structure was improved with residences. Instead of purchasing improved property and constructing the four rooms on the ground, six rooms were constructed as a third story. The six rooms, rather than the four rooms, were needed and fully occupied on completion.

B. Appropriated for and probable date of completion

School	Division	Number of rooms		Date appropriated	Probable date of completion
		Author- ized	Appropriated		
Burrville	XI	18	18	1929	Oct. 19, 1929
Raymond	III	18	18	1929	Oct. 23, 1929
Adams	IV	124	124	1928, 1929, 1930	Dec. 1, 1929
Murch	I	18	18	1929	Dec. 15, 1929
Morgan	X	18	18	1929	Dec. 26, 1929
Powell, W. B.	III	18	18	1929	Jan. 1, 1930
Bowen, A.	XIII	12	12	1929	Feb. 1, 1930
Langdon	V	16	16	1928	Feb. —, 1930
Buchanan	VII	14	14	1930	July 1, 1930
Eaton	I	(1)	(1)	1930	Do.
Park View	V	8	8	1930	Sept. 1, 1930
Health (colored)	XII	8	8	1930	(1)
Total		112	108		

¹ Combined assembly and gymnasium included.

² Undetermined.

This table should be read in the following manner: In the eleventh division 8 rooms and a combination assembly and gymnasium were authorized in the 5-year school-building program act at the Burrville School; an appropriation was secured in the appropriation act for 1929; the building is to be constructed in accordance with the authorization; and the probable date of completion is October 19, 1929.

The elementary school buildings that have been appropriated for up to October 1, 1929, but have not yet been constructed, provide 108 classrooms for elementary school pupils and 10 combination assembly and gymnasiums. The construction is being carried out in detail as authorized in the 5-year program in all cases except at the Anthony Bowen and Park View Schools.

Anthony Bowen School.—Owing to the transfer of the former building named Anthony Bowen from the use of pupils in Divisions X-XIII to the use of pupils in the eighth division, changes have been necessary in the construction program at the new Bell, old Bell, and Randall Schools. The name Anthony Bowen has been given to the school that will replace the old Bell, and that will ultimately, when an 8-room addition is constructed, replace the Randall Elementary School as authorized in the 5-year school-building program act.

Park View School.—Eight additional classrooms were authorized for the Park View School. This authorization has been modified in the appropriation act in view of the fact that the platoon school organization at Park View required provision for physical training and also for study rooms for pupils rather than regular classrooms. These needed facilities are being provided for in the construction of the addition.

C. Not yet appropriated for and present status

School	Division	Number of rooms		Present status
		Authorized	Not yet appropriated	
Janney	I	8	8	Unchanged
Truesdell	III	12	4	To be modified
Keene	III	4	4	Do.
Fourteenth and Kalmar Road	III	8	8	Unchanged
Bancroft	III	8	8	To be modified
Abbot	IV	8	8	To be modified
Kenilworth	VI	4	4	To be abandoned
Lenox	VII	4	4	To be transferred
Fairbrother	VIII	12	12	Do.
Bruce	X	8	(6)	To be modified
Military Road	X	4	4	Unchanged
Phillips	X	8	8	To be transferred
Reno	X	4	4	To be abandoned
Garrison	X	8	8	To be transferred
Deanwood	XI	8	8	Unchanged
Crummell	XI	6	6	Do
Douglas-Simmons	XII	(6)	(2)	To be transferred
Giddings-Lincoln	XIII	16	16	Unchanged
Bowen, Anthony	XIII	12	4	Do
Burney	XIII	8	8	To be modified
Lovejoy	XIII	(6)	(6)	Unchanged
Bell	XIII	16	8	Do
Lovejoy	XIII	8	8	To be transferred
Syphax	XIII	4	4	Do
Total			178	Unchanged
Less Phillips			146	
			8	
Net total			138	

¹ Included also in Table A, p. 68.

² Combination assembly and gymnasium included.

³ Included also in Table B, p. 69.

This table should be read in the following manner: In the first division eight rooms were authorized at the Janney School to replace the old Tenley School: no appropriation has yet been made for this purpose: and the necessity for this appropriation remains unchanged.

Abbot School.—While it is contemplated that the 8-room building to replace the present Abbot School will be abandoned as indicated in the report to the Board of Education of June 12, 1929 (see p. 76): nevertheless the increased annual enrollment over and

above the estimate may make it necessary to consider the transfer of this item to some other location in the city.

Phillips School.—The 8-room addition and assembly and gymnasium proposed for the Phillips School has been abandoned as a project, the addition to the Francis Junior High School making such an addition unnecessary.

The elementary school buildings or additions to buildings that have not yet been appropriated for as of October 1, 1929, would provide 146 classrooms for elementary school pupils and 10 combination assembly-gymnasiums. From this total of 146 classrooms should be deducted the 8 rooms at the Phillips School, which have been abandoned, leaving 138 classrooms and 9 combination assembly-gymnasiums to be provided. This assumes that the probability is that the construction of the 8 rooms proposed at the Abbot School will be required elsewhere.

An explanation of the present status of each project will be found in a special report made by the superintendent to the Board of Education on June 12, 1929 (see pp. 76-78).

JUNIOR HIGH-SCHOOL CONSTRUCTION

A. Completed and occupied

School	Division	Number of elementary rooms		Provision for senior high pupils		Date appropriated for	Date of occupation
		Authorized	Built	Authorized	Built		
Randall	XIII	3	1	75	75	1925 ¹	Feb. 7, 1927
Stuart	VI	12	12	225	225	1926	May 24, 1927
Francis	X	12	12	225	225	1926, 1927	Feb. 28, 1927
Macfarland	III	12	12	200	100	1925 ¹ and 1927	Mar. 29, 1927
Uline	VII	7	7	70	70	1927	Sept. 19, 1927
Langley	V	9	9	150	150	1927, 1928	Feb. 1, 1928
Gordon	I	12	12	225	225	do	Nov. 3, 1928
Garnet-Patterson	XI	12	12	225	225	do	Dec. 19, 1928
Total		79	73	1,395	1,295		

¹ Second deficiency appropriation bill.

This table should be read in the following manner: In the thirteenth division an addition to the Randall Junior High School was authorized in the 5-year school building program act to provide 3 additional classrooms for elementary school pupils and accommodations for 75 senior high school pupils; the appropriation for this addition was carried in the second deficiency for 1925; the addition was constructed in accordance with the authorization; and the building was completed and occupied on February 7, 1927.

The construction of authorized junior high schools has proceeded in accordance with the original plans.

Stuart Junior High School.—This item for the construction of the original building for the Stuart Junior High School was carried in the report in support of the 5-year school building program bill (see p. 15 of said report), but was not carried in the 5-year school building program act.

Macfarland Junior High School.—The apparent difference between authorization and construction comes about from the fact that the

5-year school building program act authorizes the construction of two wings, each of which was to provide 6 additional classrooms for elementary school pupils and accommodations for 100 senior high school pupils. Since it was intended that only one of these wings should be built during the 5-year period, the estimated cost of one wing only was included in the total estimated cost of \$20,185,000, covering the 5-year program. The law authorized two wings at Macfarland because that school is indicated as the typical junior high school building.

B. Appropriated for and probable date of completion

School	Division	Number of elementary rooms		Provision for senior high pupils		Date appropriated	Probable date of completion
		Authorized	Appropriated	Authorized	Appropriated		
Francis	X	0	6	0	100	1929	Oct. 1, 1929
Paul	III	12	12	225	225	1928, 1929, 1930	Dec. 1, 1929
Eliot	VI	12	12	225	225	1930 ¹	Jan. 1, 1931
Deal	I	12	12	225	225	1930 ¹	July 1, 1931
Total		36	42	875	775		

¹ Initial appropriation only.

This table should be read in the following manner: The 5-year school building program act did not authorize an addition to the Francis Junior High School in Division X; but an addition to that school was appropriated for in the appropriations act for 1929, providing 6 classrooms for elementary school pupils and accommodations for 100 senior high-school pupils; and the building will be constructed and occupied by October, 1929.

Francis Junior High School.—The addition to the Francis Junior High School, completed in October, 1929, will make it possible to abandon the proposed 8-room addition to the Phillips School (see p. 72).

C. Not yet appropriated for and present status

School	Division	Number of elementary rooms		Provision for senior high pupils		Present status
		Authorized	Not yet appropriated	Authorized	Not yet appropriated	
Macfarland	III	¹ 12	6	1 200	100	Unchanged.
Brookland-Woodridge	V	12	12	225	225	Do.
Stuart	VI	12	12	225	225	Do.
Jefferson	VIII	12	12	225	225	Do.
Total		48	42	875	775	

¹ Included also in Table A, p. 71.

This table should be read in the following manner: The 5-year school building program act authorized an addition or additions to the Macfarland Junior High School, located in the third division, to accommodate 12 classes for elementary school pupils and provide

for 200 senior high school pupils; only one of the two wings authorized has been appropriated for, leaving one wing yet to be appropriated for; and in the judgment of the school officials and the Board of Education the additional wing authorized is necessary.

Vocational school construction

School	Number of rooms		Date appropriated for	Date of occupation
	Authorized	Built		
Margaret Murray Washington Vocational School for Girls...	8	8	1928	Dec. 13, 1928

The 5-year school building program act authorized the construction of an 8-room addition to the Margaret Murray Washington Vocational School for Girls. The appropriations act for 1928 carried an appropriation for this addition, and the addition was completed and occupied on December 13, 1928.

The authorizations carried in the 5-year school building program act relating to the vocational schools have been carried out.

SENIOR HIGH SCHOOL CONSTRUCTION

A. Completed and occupied

School	Provision for senior high pupils	Date appropriated	Date completed
McKinley.....	1,800	1925	Sept. 14, 1928

Second deficiency appropriation bill 1928-29.

The 5-year school building program act provided for the erection of a new building for the McKinley High School. Appropriations were made in the second deficiency for 1925 and the appropriations acts for 1928 and 1929 for the construction of that building. The building was originally estimated to accommodate 1,800 pupils, but on December 3, 1928, it was estimated that the building as erected would accommodate 2,300 pupils. The building was completed and occupied on September 14, 1928.

B. Appropriated for and probable date of completion

School	Provision for senior high pupils	Date appropriated for	Probable date of completion
Dunbar stadium.....	0	1930	Jan. 1, 1930.
McKinley stadium.....	0	1929	May 30, 1930.
Western stadium.....	0	1928	Undetermined.
Roosevelt.....	1,500	1930	Jan. 1, 1932.
Total.....	1,500		

¹ Second deficiency appropriation bill.

² Initial appropriation only.

While the 5-year school building program act authorizes the construction of a stadium at Dunbar, McKinley, and Western, the estimated cost of such facilities was not included in the \$20,000,000 estimate of the cost of the program. At the time when the 5-year school building program act was prepared, the Board of Education had no information before it on which to base an estimate of cost.

Dunbar stadium.—The Dunbar stadium was appropriated for in the appropriations act for 1930, and is to be constructed by January 1, 1930, according to the latest information furnished by the municipal architect.

McKinley stadium.—The appropriations act for 1929 carried an appropriation for the construction of a stadium, and it is estimated that it will be completed by May 30, 1930.

Western stadium.—The second deficiency appropriations act for 1928 carried an appropriation of \$45,000 for beginning the grading of the ground already owned, and the construction of the facilities for a stadium at the Western High School. The appropriation carried certain legislative provisions regarding the closing of streets, which the commissioners have found it impossible to comply with, hence the appropriation has not been expended, and the balance of the estimated cost remains to be appropriated.

Roosevelt High School.—The 5-year school building program act authorized the construction of a new building to be occupied by the Business High School. This new building will be known as the Roosevelt High School. It is planned for completion on January 1, 1932. It is planned to accommodate 1,500 pupils.

LAND ITEMS

The land items authorized to be purchased in the 5-year school building program act approved February 26, 1925, have been classified in the following tables to show the land that has been:

- (a) Purchased.
- (b) Appropriated for and not yet purchased.
- (c) Not appropriated for.

A. PURCHASED

Elementary schools

Murch site.	Twelfth and Rhode Island Avenue site
Key site.	Benning playground (part).
Eaton playground.	Wheatley playground.
Jackson playground.	Carbery playground.
Wesley Heights site.	Peabody playground.
Brown site and playground.	Ketcham-Van Buren playground.
Morgan playground.	Bruce site.
Truesdell site.	Wormley Playground.
Brightwood site.	Montgomery playground.
Johnson playground (part).	Health (colored) site.
Fourteenth and Kalmia Road site.	Giddings-Lincoln site (part).
Adams site.	Anthony Bowen site. ²
Woodridge site.	Bell site.
Langdon site.	Platoon School (colored) site. ²
Eckington playground.	

² Not included in the 5-year program.

Vocational schools

Margaret Murray Washington site.

Gordon site.
Deal site.
Paul site.*Junior high schools*Brookland-Woodridge site.
Elliot site.
Garnet-Patterson site.*Senior high schools*

Dunbar athletic field.

B. APPROPRIATED FOR AND NOT YET PURCHASED*Elementary schools*Connecticut Avenue and Upton Street site.
Fourteenth and Ogden Streets site.Sixteenth and Webster Streets site.
Stevens playground.
Banneker playground.

While an appropriation was made for the purchase of land at Fourteenth and Ogden Streets and at Sixteenth and Webster Streets, both of these projects have been abandoned and the appropriations devoted to the purchase of other sites authorized in the 5-year school building program act.

C. NOT YET APPROPRIATED FOR*Elementary schools*Addison playground.
Foxhall Road and Calvert Street site.
Hubbard playground.
Petworth playground.
Abbot site.
Brookland playground.
Michigan Avenue site.
Ludlow playground.
Lenox site.
Cranch playground.
Fairbrother site.
Toner playground.Wilson site.
Garrison site.
Sumner-Magruder playground.
Smothers site.
Slater-Langston playground.
Deanwood site and playground.
Douglass-Simmons playground.
Jones playground.
Birney site.
Lovejoy site.
Payne playground.*Junior high school*

Jefferson site.

Senior high school

Armstrong site.

It is contemplated that certain land items in this list will be purchased out of lump sum appropriations that are available for that purpose.

REVIEW OF REMAINING ITEMS IN 5-YEAR PROGRAM

On June 12, 1929, the superintendent reported to the board on the list of items for land and buildings in the 5-year program not yet appropriated for. The report of the superintendent to the board is included herewith.

LADIES AND GENTLEMEN: I desire to place before you a report on the list of items for land and buildings authorized in the 5-year school building program act approved February 26, 1925, for which appropriations have not yet been made, with my recommendation regarding these items classified under four headings.

- (a) Projects to be abandoned.
- (c) Projects to be modified.
- (b) Projects to be transferred elsewhere.
- (d) Projects that remain unchanged.

(A) PROJECTS TO BE ABANDONED

I recommend the abandonment of the following projects for the reasons indicated.

School	Item	Reasons
Abbot.....	Site and 8-room building.	The Abbot building has already been abandoned for elementary school purposes, and is now being used for vocational school purposes. No elementary school is necessary in this locality because of the commercial development, and hence the item as such is being abandoned. The transfer of this item to some other congested area of the city must be considered in the near future.
Ludlow..... Phillips.....	Playground..... 8-room addition.....	Land contemplated to be purchased is no longer available. The opening and expansion of the Francis Junior High School and the shifting racial population make this contemplated addition unnecessary.
Sumner-Magruder.....	Playground.....	The increased cost of the contemplated land, owing to its location in the commercial zone, prompts the abandonment of this project.
Smothers.....	Land for addition.....	The amount of land originally purchased appears to be sufficient for the extension of the Smothers School.
Wilson.....	do.....	The transfer of the Morgan School to Divisions X-XIII and the construction of an addition thereto make the land for an addition to the Wilson School unnecessary.

(B) PROJECTS TO BE TRANSFERRED ELSEWHERE

I recommend the transfer of the following projects to other locations for the reasons indicated. In my judgment these projects can not be abandoned; because the school children whom these buildings were designed to accommodate are attending the public schools, but in other sections of the city.

School	Item	Reasons
Kenilworth.....	4 room addition.....	The contemplated increase in white school population at the Kenilworth school has not materialized. This project should probably be transferred to the colored schools.
Lenox.....	Site and 4-room addition.....	The building was constructed in 1889, and a committee appointed to inspect it reported against building an addition. The project should be transferred to a school in Anacostia.
Military Road.....	4-room addition.....	Owing to change in school population, these 4 rooms should be transferred, perhaps to the vicinity of Bates Road.
Reno.....	4-room addition.....	Owing to changes in the development of the Reno section, 4 additional rooms for colored pupils will not be needed at this point but will probably be needed at the Smothers or Deanwood.
Crummell.....	6-room addition.....	It is expected that the establishment of a platoon school north of Benning Road will make these 6 rooms at the Crummell unnecessary.
New Bell.....	8-room addition.....	The transfer of the Anthony Bowen School to the use of white pupils, the construction of the 16 rooms at the new Bell School, the opening of the Randall Junior High School, and the proposed abandonment of the 12 rooms at the old Randall have all affected this project. It is now believed that 8 additional rooms should not be constructed at the new Bell School, but should be transferred to the old Bell-Cardozo (Randall) project, for which initial appropriations have already been made.
Vicinity of Lovejoy...	Site and 8-room building.	The platoon school project north of Benning Road is a satisfactory substitute for this project.

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(C) PROJECTS TO BE MODIFIED

I recommend that the modifications indicated be made in the following items:

School	Project authorized	Proposed modification
Truesdell	4-room addition	The 4 original rooms of the Brightwood Park School (Truesdell) can not, in the judgment of the municipal architect and the school officials, be enlarged to provide for the 4 additional rooms authorized. It is recommended that the 4 existing rooms be abandoned, and in lieu of the construction of 4 rooms, that 8 rooms of modern type be constructed.
Keene	4-room addition	The site of the present 4-room Keene School is inadequate in size and unsatisfactory in contour. The present building is not susceptible to extension. It is therefore recommended that a new site be purchased in the immediate vicinity and a modern 8-room building be constructed thereon.
Bancroft	8-room addition	Owing to the nature of the site and the foundations of the present structure, a third story can not be constructed at the Bancroft School. It is proposed to modify this project by the purchase of additional ground, in order that the addition may be constructed to the east of the present structure.
Fairbrother	12-room addition	This addition contemplated the abandonment of the Bradley School. The Board of Education has agreed with the patrons of the Bradley School to the postponement of the construction of this addition as long as the patrons of the school prefer to continue to use that old building.
Old Bell-Cardozo	Replacement	The legislation authorizes the construction of a 12-room building to replace the Randall (Cardozo). The necessity for vacating the old Bell, still in use, has resulted in a consolidation of these two items.

(D) PROJECTS THAT REMAIN UNCHANGED

I recommend that appropriations be sought for the carrying out of the following projects authorized in the 5-year school building program act. A review of the situation with the assistant superintendents indicates that the development of the school system contemplated by these authorizations is necessary.

School	Project
Janney	8-room addition.
Adison	Playground.
Forhall Road and Calvert Street	Site.
Wesley Heights	Do.
Hubbard	Playground.
Johnson	Do.
Petworth	Do.
Fourteenth and Kalmar Road	8-room building with assembly and gymnasium.
Macfarland Junior High	1-wing addition.
Brookland	Playground.
Michigan Avenue	Site.
Brookland-Woodridge Junior High	Building.
Bonning	Playground.
Stuart Junior High	2-wing addition.
Crunch	Playground.
Fairbrother	Site.
Tener	Playground.
Jefferson Junior High	Site.
Do	Replacement.
Bruce	Assembly and gymnasium.
Garrison	Site.
Do	8-room addition with assembly and gymnasium.
Deanwood	Do.
Slater-Langston	Playground.
Deanwood	Site and playground.
Douglass-Simmons	Playground.
Do	Assembly and gymnasium
Jones	Playground.
Olddings-Lincoln	Site.
Do	16-room replacement.
Blaney	Site.
Do	8-room addition.
Lovejoy	Assembly and gymnasium.
Payne	Playground.
Syphax	4-room addition.
Armstrong High	Site.
Western High	Additional amount for fitting up athletic field.

The aforementioned recommendations are based upon present conditions. The development of unforeseen conditions would naturally prompt my reconsideration of the above recommendations, as budget estimates are prepared by the Board of Education.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

**RECAPITULATION AND SUMMARY OF PROGRESS TO DATE IN RELATION
TO THE PURPOSE OF THE ACT**

The 5-year school building program act approved February 26, 1925, authorizes the construction of the following building accommodations:

Elementary schools:

358 classrooms.

28 assembly-gymnasiums.

Junior high schools:

151 classrooms for elementary-school pupils.

2,754 pupils of high-school grade.

Senior high schools: 3,300 pupils.

Vocational schools: 8 classrooms.

The preceding pages of section V contain a review of the 5-year school building program and show the construction completed, appropriated for, and not yet appropriated for, as follows:

COMPLETED AND OCCUPIED

Elementary schools:

106 classrooms.

10 assembly-gymnasiums.

Junior high schools:

73 classrooms for elementary-school pupils.

1,295 pupils of high-school grade.

Senior high schools: 1,800 pupils (McKinley).

Vocational schools: 8 classrooms (Margaret Murray Washington).

APPROPRIATED FOR AND NOT YET COMPLETED

Elementary schools:

108 classrooms.

10 assembly-gymnasiums.

Junior high schools:

42 classrooms for elementary-school pupils.

775 pupils of high-school grade.

Senior high schools: 1,500 pupils (Roosevelt).

CONSTRUCTION YET TO BE APPROPRIATED FOR

Elementary schools:

138 classrooms.

9 assembly-gymnasiums.

Junior high schools:

42 classrooms for elementary-school pupils.

775 pupils of high-school grade.

Senior high schools: None.

PURPOSE OF THE ACT

The purpose of the first 5-year school building program act as stated in its preamble is as follows:

That it is the purpose of this act, which shall hereafter be known as the 5-year school building program act, to provide a sufficient number of school buildings to make it possible: To abandon all portables; to eliminate the use of rented buildings; to abandon the use of undesirable rooms; to reduce elementary school classes to a standard of not more than 40 pupils per class; to provide a 5-hour day of instruction for elementary school pupils, thereby eliminating part-time classes; to abandon all school buildings recommended for immediate or early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high-school pupils, thereby eliminating the "double shift" program in the high schools; to provide for the annual increase in enrollment of pupils during said 5-year period; and in general, to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations.

This act was intended to make up during that same period for the accumulated shortages of schoolhouse accommodations in elementary and junior high schools and to take care of the annual increase in enrollment over a 5-year period.

The accumulated shortages of schoolhouse accommodations was a computed fact based on a careful survey of the school system as of November 1 in the years 1920, 1921, 1922, 1923, and 1924.

The annual increase in enrollment for the 5-year period is of course an estimated figure. The estimate was based on the growth in school population from 1913 to 1924.

In considering the estimated increase in enrollment, on which the program of schoolhouse construction was based, it will be desirable to quote certain statements from the report submitted to the Senate Committee on the District of Columbia by the superintendent of schools in explanation of the first 5-year school building program bill.

ROOMS NEEDED ANNUALLY FOR INCREASED ENROLLMENT

The average annual increase in number of pupils attending the elementary schools from 1914 through 1920 is 788 pupils.

The average annual increase in number of pupils attending the elementary schools from 1920 through 1924 is 802 pupils.

The average annual increase for the whole period—that is, from 1914 through 1924—is 793 pupils.

Any adequate building program must make provision for an increased enrollment in the elementary schools of 800 pupils per year. This means that 20 additional classrooms should be opened each year.

The following statement is taken from the same report, page 27, relating to the annual increase in high-school enrollment.

The average annual increase in enrollment in high schools from 1913 to 1920 was 245 pupils; from 1920 to 1924 it was 927 pupils; and for the whole period it was 492 pupils.

The striking increase in enrollment during the past few years may or may not continue in the immediate future. Perhaps an increase of 927 pupils per year may not be anticipated; certainly an increase of 492 pupils per year is too low to use as a basis for computing future needs. Considered from all points of view, it would appear that adequate preparation for increased enrollment will require increased accommodations each year for at least 750 high-school pupils. This figure is used in the estimates for a 5-year program.

The following statement taken from the same report, page 2, will also be of interest in connection with the comparison of estimated increase in enrollment with actual increase in enrollment.

On November 1, 1924, when the last study was made, certain buildings were in process of construction, others had been estimated for, and still others were to be converted to other school purposes. These changes in schoolhouse accommodations will be accounted for in the detailed analyses of the situation in each school division of the city.

In arriving at the number of classrooms needed to take care of increased enrollment and to make up for accumulated shortage, the increased enrollment and the resultant increase of congestion during the school year 1924-25 have not been included in the computation. It has been the desire to present a conservative statement and not an extravagant statement. The inevitable increase in enrollment in the school year 1924-25 may be taken as a margin of conservatism.

If the estimated annual increase in enrollment during the next five years materializes, the program of schoolhouse construction as outlined herein will be insufficient to the extent of one year's development. If, on the other hand, the increased enrollment does not materialize during the next five years, the building program can be modified accordingly as the yearly appropriations are made.

The progress made to date in relation to the purpose of the act will be discussed first for the elementary schools and second for the senior high schools.

SHORTAGES IN ELEMENTARY SCHOOLS

The purpose of the act is stated in language based upon the annual survey made by the superintendent of schools as of November 1, covering capacity of schools and congestion. Comparison of the conditions as of November, 1, 1924, with the conditions as they existed on November 1, 1928, is set up in the following tabulation:

	Class rooms needed			
	1924	1928	Nov. 1, 1924	Nov. 1, 1928
To eliminate portables:				
Elementary schools	57	66		
Vocational schools	0	3		
Junior high schools	6	6		
Senior high schools	13	0	76	75
To eliminate rented quarters				
Elementary schools	24	19		
Vocational schools	0	1	24	20
To eliminate undesirable rooms: Elementary schools			30	20
To reduce oversize classes: Elementary schools			40	10
To eliminate part-time classes: Elementary schools			129	37
To abandon buildings recommended				
For immediate abandonment in 1928	12	4		
For early abandonment in 1928	90	90	102	94
To abandon other buildings now unfit for use			68	46
Total			467	371

The above tabulation is based exclusively on congestion and does not include the buildings required for the 5-year period resulting from increase in enrollment.

Except as to portables in vocational, junior, and senior high schools, all of the above table relates to elementary schools exclusively.

ANNUAL INCREASE IN ENROLLMENT IN ELEMENTARY SCHOOLS

The following tables institute a comparison between the estimated increase in enrollment with the actual increase in enrollment in the elementary schools and in the high schools:

Elementary schools

Year	Estimated increase in enrollment	Actual increase in enrollment	Comparison of estimate with actual
1925-26	800	1,606	+806
1926-27	800	1,600	+800
1927-28	800	885	+85
1928-29	800	480	-320
1929-30	800		
Total Average	4,000	800	1,143

Obviously, in October, 1929, it is impossible to make any comparison of the actual increase in enrollment in the school year 1929-30. The figures for the first four years of the 5-year period show that whereas the estimated increase in enrollment was 800 pupils per year, the actual increase in enrollment for the 4-year period averages 1,143 pupils per year. Instead, therefore, of 20 classrooms each year for a 4-year period, or a total of 80 classrooms, the increased enrollment during that 4-year period required annually 28 or 29 classrooms, or a total of 114 classrooms for the 4-year period.

Stated in another way, the estimated need of elementary-school classrooms was too low by 14 rooms plus whatever rooms would be required to care for the actual increase in enrollment for the school year 1929-30.

SHORTAGES IN SENIOR HIGH SCHOOLS

On November 1, 1924, the net shortage in schoolhouse accommodations for senior high-school pupils, after deducting the accommodations for which appropriations have been made, was found to be the accommodations for 1,521 pupils. The excess enrollment of 1,521 pupils in high schools necessitated a double-shift program in the Business High School, the Central High School, and the Western High School.

The construction of the new McKinley High School building, providing accommodations for 1,800 pupils, and the construction of several junior high schools, estimated to accommodate 1,295 senior high-school pupils, gives a total accommodation for 3,095 pupils. This has made it possible to eliminate the double-shift program in all high schools.

REPORT OF THE BOARD OF EDUCATION

Annual increase in enrollment in senior high schools

Year	Estimated increase in enrollment	Actual increase in enrollment	Comparison of estimate with actual
1925-26	750	201	
1926-27	750	-90	-510
1927-28	750	853	-849
1928-29	750	900	+162
1929-30	750		+150
Total	3,750		
Average	750	466	

The estimated increase in enrollment for the 5-year period was 750 pupils per year, or a total for the 5-year period of 3,750 pupils. The actual increase in enrollment for the first four years of the 5-year period gives an average of only 466 pupils per year and an actual increase in enrollment for the 4-year period of 1,864 pupils.



REPORT
OF THE
BOARD OF EDUCATION
OF THE
DISTRICT OF COLUMBIA

1929-30



UNITED STATES
GOVERNMENT PRINTING OFFICE
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For want of space I will not trouble you with a description of the
various species of the genus *Thlaspi* which are to be found in
the British Islands, but will only say that they are all annual
herbs, with small leaves, and small flowers, and that they are
all easily distinguished by the arrangement of the leaves, and
the form of the flower, and the fruit.

SCHOOL CALENDAR

1930—Opening day of school for teachers, Friday, September 19.
Opening day of school for pupils, Monday, September 22.
Thanksgiving vacation, Thursday, November 28, and Friday, November 29.
Christmas vacation, Wednesday, December 24, to Wednesday, December 31, inclusive.

1931—New Year's vacation, Thursday, January 1, and Friday, January 2.
Washington's Birthday, Monday, February 23.
Easter vacation, Friday, April 3, to Friday, April 10, inclusive.
Closing day of school for pupils, Wednesday, June 17.
Closing day of school for teachers, Friday, June 19.
Opening day of school for teachers, Friday, September 18.
Opening day of school for pupils, Monday, September 21.

DIRECTORY OF THE BOARD OF EDUCATION

1929-30

OFFICERS OF THE BOARD

Dr. CHARLES F. CARUSI, President
Dr. H. BARRETT LEARNED, Vice President
Mr. HARRY O. HINE, Secretary
Dr. FRANK W. BALLOU, Superintendent of Schools

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Dr. H. Barrett Learned	2123 Bancroft Place NW.
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Mr. Henry Gilligan	Otis Building.
Mrs. Phillip Sidney Smith	8249 Newark Street NW.
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Rabbi Abram Simon	8722 Harrison Street NW.

1930-31

TERM EXPIRES JUNE 30, 1931

Dr. H. Barrett Learned

Dr. J. Hayden Johnson

Mrs. Henry Grattan Doyle

TERM EXPIRES JUNE 30, 1932

Dr. Charles F. Carusi

Mr. Henry Gilligan

Mr. William G. McNamee

TERM EXPIRES JUNE 30, 1933

Mrs. Philip Sidney Smith

Rev. F. J. A. Bennett

Rabbi Abram Simon

The Board of Education

Rev. F. I. A. Bennett

The Board of Education organizes each year at its first meeting in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 8.30 p. m. in the Franklin Administration Building, Thirteenth and K Streets, NW.

LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION

The annual report for the year 1929-30 of Dr. Frank W. Ballou, superintendent of schools, prepared by direction of the Board of Education of the District of Columbia, is herewith presented to the public.

Outstanding in this report will appear references to the enactment during the year of the free textbook law to include the high schools; the organization of two degree-conferring teacher colleges; the compilation by Harry O. Hine, as secretary to the board, of the school laws from 1804 to 1929; provision for the instruction and physical care and transportation for crippled children; and the expansion of schoolhouse construction with the consequent abolition of numerous portable school buildings.

Due in a large measure to the earnest and unremitting campaign of the Board of Education in impressing upon those in authority the need of the public-school system of a more liberal proportion of the public revenues of the District of Columbia, resulting in more generous appropriations by Congress, extensions and improvements of the buildings and grounds have become possible. The cooperation of the National Capital Park and Planning Commission deserves special mention.

During the year last passed the Board of Education authorized its president to appoint two important committees of distinguished and competent persons outside of the school system to advise with school officials concerning possible improvements in character education and vocational education in our public schools. Both of these committees have submitted valuable reports. During the course of the year our superintendent, Dr. Frank W. Ballou, and first assistant superintendent, Stephen E. Kramer, completed, respectively, their tenth and fortieth year of continuous service to the public schools of our city. The Board of Education deemed it fitting that some expression of its regard for these gentlemen and its appreciation for their splendid service be communicated to them by the president of the Board of Education in communications which should form a part of the permanent record of the board. Pursuant to this instruction the two communications which follow were transmitted to them:

JULY 3, 1930.

Dr. FRANK W. BALLOU,

Superintendent of Public Schools, Washington, D. C.

MY DEAR DOCTOR: July 1, 1930, marked the tenth anniversary of your service to Washington as its superintendent of public schools. At its meeting held that day, the Board of Education recorded its unanimous wish that its president write you a letter, to be incorporated in its minutes, in which some attempt be made to express to you the confidence which, without exception, the members of this board feel in your personal and professional character and ability.

The orderly progress which, under your direction, has been made in transforming our schools into an efficient and progressive system of public education

LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION

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has been remarkable. All well-informed Washingtonians are aware of the unusual complexities and difficulties which confront the administration of our public schools. The schools of Washington are dear to the hearts of the people, and they properly take a deeper and more abiding interest in their management than in any other municipal activity, and yet it is precisely in this field that the division of authority between the local and Federal Governments and the multiplicity of agencies dealing with the public schools create the most frequent conflicts of judgment and intricacies of procedure. The more difficult your task the more creditable the successful manner in which you have fulfilled it.

May I, in conclusion, add a personal word? If, during my five years of service upon the board, I have been able to be of help to it in guiding its deliberations, I attribute this very largely to the familiarity with its problems gained through the almost daily conferences which I have held with you concerning them, and when I retire as a member of the board, one of my principal regrets will be to lose these stimulative and informative conferences concerning the progress and possibilities of public education in the District.

Very cordially yours,

CHARLES F. CARUSI,
President District of Columbia Board of Education.

Mr. STEPHEN E. KRAMER,

Assistant Superintendent of Public Schools,

Washington, D. C.

JULY 8, 1930.

DEAR MR. KRAMER: The Board of Education, at its meeting on July 1, 1930, being apprised that that date marked the fortieth anniversary of your continuous service to the public schools of Washington, directed its president to write to you a letter, to be incorporated in its minutes, in which should be expressed to you the confidence and esteem which members of the board, without exception, entertain for you personally and in your official character. They feel that you have devoted practically your entire life to the welfare of the public schools of Washington, with all that is implied of inspiration and helpfulness to tens of thousands—perhaps I could say to hundreds of thousands—of the boys and girls of this city, in whose well-being and success you have always taken such a keen and sympathetic interest.

With your fine abilities, success in many fields would undoubtedly have been yours for less of effort and self-devotion. I feel sure, however, that the universal esteem in which you are held by the members of the Board of Education, past and present, and by the great army of teachers, many of whom have known you for over a quarter of a century, and the affection felt for you by thousands of graduates of the public schools, constitute a reward which you would exchange for none other.

I hope you may long continue to give the Board of Education and the public schools in Washington the benefit of your ripe judgment and intimate personal knowledge of every detail of the public-school system.

Very cordially yours,

CHARLES F. CARUSI,
President District of Columbia Board of Education.

The president of the board feels that he can not close this letter without some reference to the very large amount of work which has been transacted by the Board of Education in its committees and at its numerous stated and special meetings during the past year, during which it has been called upon to make many important decisions not infrequently in highly controversial matters. The uniform courtesy and the spirit of cooperation which have prevailed among the members of the board have alone made it possible to accomplish the large amount of business disclosed by this report.

CHARLES F. CARUSI,
*President of the Board of Education
of the District of Columbia.*

OCTOBER 15, 1930.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1929-30, which ended June 30, 1930.

In view of the fact that this report covers the tenth year of my service as superintendent of schools, I have deemed it appropriate to include not only a discussion of those matters that would ordinarily be presented in an annual report but also a summarized review of some of the major achievements of the 10 years from July 1, 1920, to June 30, 1930.

The superintendent rejoices with all those interested in educational progress in the District of Columbia in the record of achievements during the past 10 years. This record is the result of united effort on the part of the citizens' and parent-teacher associations, the press, the school authorities, the Board of Commissioners, the Bureau of the Budget, Appropriation Committees of Congress, the Congress of the United States, and the President. The achievements in this 10-year period are so outstanding in the advancement of public education in Washington that each agency having to do with bringing about those achievements may properly rejoice in them. Without the hearty cooperation of each agency some of the efforts for educational progress would have been unsuccessful.

It is a pleasure for me once more to advise the Board of Education of the splendid esprit de corps that exists among employees of the Board of Education, who are contributing systematically and whole-heartedly to the success of the school system. As superintendent of schools, speaking for all employees of the board, I desire to pledge our further efforts for the continued success of those high ideals of public education in the District of Columbia for which the Board of Education stands. May I also on my own account and on behalf of all my associates express our united appreciation and extend our thanks to the Board of Education for the thoughtful and sympathetic consideration that the members have uniformly given to all matters affecting the personnel of the school system.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

REPORT OF THE BOARD OF EDUCATION, 1929-30

SECTION I. THE SCHOOL YEAR 1929-90

In this section of the report, the reader will find an account of the various developments that have taken place in the school system during the school year 1929-30, together with corresponding changes that have taken place through September 30, 1930.

CHAPTER 1. CHANGES IN POLICIES AND PRACTICES

This chapter deals with important administrative matters that have been handled by the Board of Education or the school officers or both during the school year covered by this report.

OPENING OF ADDITIONAL SCHOOLHOUSE ACCOMMODATIONS

The school year 1929-30 witnessed the opening of more additional schoolhouse accommodations for public-school pupils than any other school year in the history of the public-school system of Washington.

School and division	Capacity		Description	Date of occupancy
	Elementary class-rooms	High-school pupils		
Elementary schools:				
Murch (I)	8		New building including assembly-gymnasium	Feb. 3, 1930
Adams (III)	24		do	Jan. 6, 1930
W. B. Powell (III)	8		do	Mar. 11, 1930
Raymond (III)	8		Addition including assembly-gymnasium	Jan. 3, 1930
Takoma (III)			Assembly-gymnasium	Oct. 1, 1929
Langdon (V)	16		New building including assembly-gymnasium	Jan. 20, 1930
S. J. Bowen (VII)	4		Addition including assembly-gymnasium	Sept. 23, 1929
Morgan (X)	8		do	Mar. 8, 1930
Burrville (XIII)	8		do	Jan. 2, 1930
Junior high schools:				
Paul (I-IX)	12	225	New building	Feb. 3, 1930
Francis (X-XIII)	8	100	Addition	Oct. 24, 1929
Total	102	325		

As a result of the opening of new schoolhouse accommodations during the school year 1929-30, the use of eight portables was discontinued: Two at the Murch School, 2 at the Petworth School, 1 at the Phelps School, and 3 at the Wilson School. In addition to these there were four portables not in classroom use in 1929-30, as follows: One at the Brookland School, 1 at the Jefferson High School, 1 at the Garfield School, and 1 at the Keene School. At the end of the school year 1929-30 there were 63 portables in use.

During the school year 1929-30 the Board of Education discontinued the rental of land in the vicinity of the Wilson School, on which portables had been in use. On March 15, 1930, the use of three rooms rented for cooking and sewing at 2806 Twentieth Street NE, was discontinued.

A RECREATION SYSTEM FOR THE DISTRICT OF COLUMBIA

On September 11, 1929, the superintendent submitted to the Board of Education the following report:

LADIES AND GENTLEMEN: In accordance with my suggestion to the Board of Education at its meeting on September 4, 1929, I am submitting a report concerning the conference on a recreation system for the District of Columbia, called by the director of public buildings and public parks, and held at 2:30 p. m. on August 16, 1929. Assistant Superintendent Haycock, who was one of those representing the school department in that conference, has submitted the following memorandum:

"Herewith Mr. Crane and I have the honor to transmit two papers which indicate what happened at the first meeting of the committee on a recreation system for the District of Columbia held at the Navy Building on Friday, August 16, which meeting was attended by Mr. Crane, Miss Baker, and Mr. Haycock. The first paper is a copy of the minutes of the first meeting. The second paper was the program of the meeting handed to all who were present that afternoon.

"It should be pointed out that in connection with the discussion of item number three under 'Purpose of the committee,' the Commissioners of the District of Columbia, through their spokesman, Major Atkins, question the authority of such a committee to initiate legislation pertaining to activities under different departments of the District Government. It was the thought of the meeting that the committee might logically discuss such proposed legislation, but should not initiate such legislation.

"Also the question arose in the discussion as to the overlapping of administrative control of certain activities related to both National Government and the District government.

"In submitting this statement Mr. Crane and I desire to recommend that Mr. Kramer and Miss Baker be the representatives of the Board of Education on this committee. We felt that Mr. Kramer's grasp of all matters pertaining to the whole school system from the high schools down would make him well fitted as a representative. We felt also that Miss Baker should be our representative because many matters pertaining to recreational activities in the District of Columbia would be discussed by this committee."

I indorse Mr. Haycock's recommendation that First Assistant Superintendent Kramer and Miss Baker be the representatives of the school officials in any subsequent conferences that may be called. I suggest further that the chairman of the committee on buildings, grounds, and equipment of the Board of Education, Doctor Learned, be also designated by the board to represent the board on this committee.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

In accordance with that report, First Assistant Superintendent S. E. Kramer, Miss Sibyl Baker, director of the community-center department, and Dr. H. Barrett Learned, chairman of the committee on buildings, grounds, and equipment of the Board of Education, have represented the school department in the committee organized by Colonel Grant to consider a proper recreation system for the District of Columbia and the means of operating the same. Subsequently a confidential report was submitted to the president of the Board of Education by Col. U. S. Grant, 3d, of the National Capital Park and Planning Commission, for the consideration and approval of the board. The general plan was approved by the board without

taking action on the administrative agency or agencies that should operate such a recreation system. The membership of the committee is as follows:

Maj. L. E. Atkins, assistant engineer commissioner, representing the District of Columbia Commissioners; Mrs. Susie Root Rhodes, director, representing the playground department; Miss C. W. Herbert, assistant librarian, representing the library trustees; Mr. S. E. Kramer, first assistant superintendent, representing the public-school department; Miss Silbyl Baker, director, community center department, representing the public-school department; Dr. H. Barrett Learned, member Board of Education, representing the public-school department; Mr. E. D. Hardy, senior engineer, representing the United States Engineer Office; Capt. E. N. Chisolm, jr., representing the Corps of Engineers; Mr. C. W. Elliot, 2d. city planner, representing the National Capital Park and Planning Commission.

The purpose of the committee is to recommend to the authorities concerned the following:

1. A coordinated program of land acquisitions.
2. A method of administrative control over lands acquired under such a program when the interests of more than one authority are involved.
3. A bill or bills for presentation to Congress to carry out the above recommendations.

SCHOLARSHIPS FOR GRADUATES OF WASHINGTON HIGH SCHOOLS

The patrons of the Washington public schools will be interested in the following information concerning scholarships available to graduates of the Washington high schools, which was presented to the Board of Education at its meeting on December 18, 1929. While some of these scholarships are for one year only, most of them are continuing scholarships, available from year to year for award to a graduate of the Washington high schools in accordance with the conditions under which the scholarship was offered and accepted by the Board of Education.

SCHOLARSHIPS IN DIVISIONS I-IX

I. AWARDED ANNUALLY BY EACH SCHOOL UNLESS OTHERWISE NOTED

1. American University, Washington, D. C., half tuition (\$100) for first year, continued through second year if student maintains an average of B in all subjects; one for a girl and one for a boy; awarded on record.
2. Benjamin Franklin University, Washington, D. C., tuition for one year of the 3-year Pace course in accountancy and business administration (\$130 in the day or \$110 in the evening classes); awarded on record to either a girl or a boy.
3. Bliss Electrical School, Takoma Park, Washington, D. C., tuition (\$400) for the 1-year course; awarded to a boy on high-school record. Offered to Central and McKinley High Schools only.
4. Columbia Business School, Washington, D. C., tuition (\$135) for the 1-year secretarial course; awarded on record to either a girl or a boy; available for either day or evening classes. Offered to each of the high schools except Business High School.
5. Columbia School of Drafting, Washington, D. C., tuition for one year in aeronautical drafting; awarded to a boy on high-school record. Offered to Central and McKinley High Schools only.
6. Georgetown University, Washington, D. C., tuition (\$300) for the 1-year premedical course only; awarded to a boy on high-school record.
7. George Washington University, Washington, D. C., tuition (\$210 a year) for four years; awarded to a girl or boy on high-school record.
8. St. John's College, Annapolis, Md., tuition (\$300 a year) for four years; awarded to a boy on high-school record. Offered to Central High School only.

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9. Strayer College, Washington, D. C., tuition (\$300) for 1-year secretarial or junior accountancy course; awarded on record to either a girl or a boy in the midyear class and to either a girl or boy in the June class. Offered to each of the high schools except the Business High School.
10. University of Virginia, Charlottesville, Va., tuition (\$180) for one year; awarded to a boy in the highest tenth of his class on high-school record.
11. Washington College of Law, Washington, D. C., tuition (\$100 a year) for the 3-year course; awarded on record to either a girl (preferred) or a boy.
12. Washington and Lee University, Lexington, Va. (\$80 for one year); awarded on record to a boy near the head of his class.
13. William and Mary College, Williamsburg, Va., tuition (\$100 a year) for two years; awarded on record to either a girl or a boy on high-school record. Offered to Central and McKinley High Schools only.
14. Young Men's Christian Association—District of Columbia College, of Washington, D. C., tuition for one year in either accountancy (\$264) or law (\$300) in the evening school; awarded on record to either a girl or a boy in the midyear class and also in the June class.

II. AWARDED ANNUALLY TO ONE CANDIDATE FROM THE DISTRICT OF COLUMBIA UNLESS OTHERWISE NOTED, AND OPEN TO ALL OF THE HIGH SCHOOLS

1. American Chemical Society, prize essay contest, culminating in six scholarships in the entire country, covering all expenses for four years in any college selected by the winner. For details consult the head of the chemistry department in each school.
2. Bryn Mawr College, Bryn Mawr, Pa., tuition (\$500 a year) for four years; awarded once in four years (next open in 1931) by the local Bryn Mawr Club to a girl in public or private school, upon consideration of her qualifications.
3. Colorado School of Mines, Golden, Colo., all tuition and laboratory fees for four years; open to candidates from all schools and colleges in the District of Columbia; selection to be made by the superintendent of schools.
4. Ida M. Daly scholarship, \$150 a year for four years, awarded once in four years (next open in 1930) by the scholarship committee to a girl in the public schools to be used by her at the college of her choice.
5. District of Columbia Optometric Society, scholarship in optometry; tuition for three years; awarded once in three years (next open in 1932), each school naming one candidate; course to be taken in Philadelphia probably.
6. George Washington University, Washington, D. C., Columbian Women Scholarship; varying in number and amount, but usually covering tuition; awarded by the club to girls of Washington or vicinity on consideration of high scholastic standing and other circumstances.
7. George Washington University, Washington, D. C., school of pharmacy, tuition for three years; awarded by a committee of the Washington Association of Pharmacists.
8. Georgetown University, Washington, D. C., Dyer scholarship; all expenses for four years, awarded once in four years (next open in 1932), upon results of competitive examinations in English, Latin, and plane geometry.
9. Harvard University, Cambridge, Mass. (\$450 for one year), only in Harvard College or the engineering school; awarded by the Harvard Club of Washington to a boy on consideration of (1) scholarship, (2) force of character, (3) physical vigor.
10. Johns Hopkins University, Baltimore, Md.; scholarship in gas engineering offered by the Washington Gas Light Co.; tuition and other charges (\$450 a year) for four years under certain conditions; awarded to a boy by a committee of the company upon consideration of his qualifications.
11. Marjorie Webster School of Expression and Physical Training; two awards, \$200 for one year; awarded to two girls upon the recommendation of three public-school officials, on consideration of their qualifications and circumstances.
12. Massachusetts Institute of Technology, Cambridge, Mass. (\$400 for one year), renewable annually; awarded by the Technology Club of Washington to a boy on consideration of his qualifications.
13. Michigan College of Mining and Technology, Houghton, Mich.; tuition (\$50 a year) for four years in the engineering course; to be awarded by the superintendent of schools to a candidate on consideration of his qualifications.

14. University of Pennsylvania, Philadelphia, Pa.; tuition \$400 a year for four years; awarded by local alumni association of the university to a boy on consideration of all of the qualifications and circumstances of the applicant.

15. St. John's College, Annapolis, Md.; Washington Alumni Association scholarship, tuition (\$300 a year) for two years; awarded by a committee of the association to a boy on consideration of (1) scholastic record, (2) character, (3) interest in outdoor activities.

16. Trinity College, Brookland, D. C., Anna Hanson Dorsey scholarship; tuition (\$300 a year) for four years, to a girl in public or private school upon competitive results of college entrance board examinations.

17. Vassar College, Poughkeepsie, N. Y.; \$500 for one year; awarded by the local Vassar Club to any suitably qualified girl in Washington or vicinity.

18. University of Virginia, Charlottesville, Va.; tuition (\$180 a year) for four years; awarded once in four years (next open in 1932) by the District of Columbia Chapter of the United Daughters of the Confederacy to a candidate who is a descendant of a Confederate soldier.

19. Wellesley College, Wellesley, Mass.; the Marion Kinney Brookings scholarship; \$400 for one year; awarded by the local Wellesley Club to a girl in public or private school, upon consideration of her qualifications and circumstances.

20. Wesleyan University, Middletown, Conn.; \$300 a year for four years; awarded by a committee of the local alumni association to a boy on consideration of his qualifications.

21. Yale University, New Haven, Conn.; \$500 a year for first two years, \$300 a year for second two years; awarded once in four years (next open in 1931) by the local Yale Alumni Association to a boy on consideration of all qualifications.

III. OPEN SCHOLARSHIPS AWARDED ANNUALLY IN NATIONAL OR REGIONAL COMPETITION

1. Columbia University, Barnard College, New York City, N. Y. Open scholarships for girls; \$500 a year for four years; awarded on the basis of ability, character, and personality. Also residence scholarships of \$300 to \$700 a year for four years; awarded on basis of college entrance board examinations, general character, and power of leadership.

2. Lafayette College, Easton, Pa.; one \$500 and two \$200 scholarships in middle Atlantic district; renewable for four years if student stands in upper third of his class; awarded on consideration of circumstances and qualifications as shown in part by three college entrance board examinations.

3. Lehigh University, Bethlehem, Pa.; 6 free and 10 deferred tuition scholarships (\$400 a year) for one year only but renewable; awarded to boys in the highest third of their class on consideration of character, personality, and circumstances.

4. Northwestern University, Evanston, Ill.; F. C. Austin scholarships in business administration; direct grants and loans varying in amount from tuition to \$1,500, awarded by the university upon consideration of such qualifications as scholarship, leadership, and health.

5. Princeton War Memorial Scholarships, Princeton, N. J.; \$200 a year for four years, may be increased to \$400 if needed; awarded upon a basis similar to that of the Rhodes scholarships to two candidates in a district comprising Maryland, the District of Columbia, and Virginia.

6. Swarthmore College Alumnae Club scholarship; \$500 for one year, with opportunity to win further aid in following years; each school may name two candidates; awards are made upon consideration of qualifications and circumstances of candidate.

7. Swarthmore College, open scholarships for men, Swarthmore, Pa.; \$500 a year for four years, awarded by a committee of the college upon the basis of the Rhodes scholarships; two candidates may be recommended by each principal.

8. Swarthmore College, open scholarships for women, Swarthmore, Pa.; \$500 a year for four years, awarded by a committee of the college upon the basis of the Rhodes scholarships; two candidates may be recommended by each principal.

Scholarships accepted at the board meeting of April 17, 1929: Union College (Wolf scholarship), Schenectady, N. Y.; \$500 yearly for a 4-year course, awarded to a boy, preference to be given to a graduate of the Western High School, who is a resident south of the Mason and Dixon line.

Scholarships accepted at the board meeting of December 4, 1929: Randolph-Macon Woman's College, Lynchburg, Va.; \$100 for the first year of the course, to be awarded each year to a graduate of one of the high schools, to be selected by a committee as worthy to receive this honor.

SCHOLARSHIPS IN DIVISIONS X-XIII

1. Howard University, Washington, D. C., scholarship of \$130 awarded annually by the committee on scholarship and student aid of Howard University; selection made by principals and the college bureau; applicants must be in upper one-fourth of class; awarded to boy or girl. Offered to Dunbar High School and Armstrong High School.
2. College Alumnae Club, a local organization of college women, gives a scholarship of \$200 annually to the senior girl of Armstrong, Cardozo, or Dunbar High Schools who stands highest in a competitive examination conducted by the college entrance board. College selected by the winner.
3. Lincoln University, Pennsylvania, awards an annual scholarship of \$50. The principal and the college bureau select the student (boy) to whom this scholarship is awarded. Offered to Dunbar High School only.
4. Howard University, Washington, D. C., scholarship of \$90 annually awarded by the Washington Times to boy or girl through competitive examination. Offered to Dunbar High School only.
5. Morgan College, Baltimore, Md., scholarship of \$50 awarded annually to pupil (boy or girl) selected by the principal and the college bureau. Offered to Dunbar High School only.
6. The following institutions have awarded scholarships to students of Dunbar High School, upon recommendation, with such regularity that Dunbar High School has come to look upon these awards as annual. The amounts of these scholarships vary from year to year. Usually they amount to about two-thirds of the tuition for the first year. The schools are: Amherst, Bates, Brown, Dartmouth, Hamilton, Rutgers, Smith, Syracuse, Wesleyan, Williams.
7. Dunbar High School has also received scholarships which are being used by students at Bryn Mawr, Harvard, and New York University. At different times scholarships have been received from Case School of Applied Sciences, Oberlin, Radcliffe, and Wellesley.

ELECTRIFYING PORTABLES

During the school year 1929-30 the Board of Education installed electric lights in all portables that were not to be moved within a short time. The facts relating to this matter are contained in the following report submitted to the Board of Education under date of January 8, 1930:

LADIES AND GENTLEMEN: Pursuant to the action of the board relating to the electrifying of portables, on December 28, 1929, orders were issued to the repair shop for the wiring of the following portables:

	No. of portables		No. of portables
Brown	3	Jefferson Junior High ¹	2
Cleveland	4	Kalmia Road	2
Eaton	3	Keene	3
Fillmore	2	Orr	2
Giddings	2		
Harrison	3	Total	26

Under date of January 2, 1930, the repair shop reported that electric lights, complete with fixtures and service, had been installed in the above portables with the exception of those at Fourteenth Street and Kalmia Road NW., where special service will be required. In addition one portable at the Powell Junior High School was also reported as having been wired. An additional order on

¹ Two were already wired.

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the repair shop was issued to have the following portables equipped with electricity:

	No. of portables		No. of portables
Bates Road	1	Maury	
Benning	1	Park View	1
Broad Branch Road	2	Rosedale Street	1
Brookland	1	Syphax	2
Congress Heights	2	Wesley Heights	2
Garrison	6	Whittier	4
Ketcham	1	Tenth and Franklin Streets	1
Kingsman	1		2
Deanwood	2	Total	30

Mr. Ely stated that in his opinion one portable would take care of the part-time situation at the Park View School, and he did not consider it necessary to install electric lights in the four other portables, inasmuch as these portables will be discontinued when the new addition to the Park View School is completed, which is scheduled for September, 1930.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

With one or two exceptions, in the case of buildings located long distances from electric current, all permanent school buildings had heretofore been provided with electric lights.

PROGRESS IN EDUCATION OF CRIPPLED CHILDREN

Classes for crippled children in the white schools were established in the Weightman School and classes for colored children were established in the Magruder School. Originally the John F. Cook School was selected as the center for crippled children in divisions 10 to 13, but early in September it was found desirable to establish this center at the Magruder School instead.

Through the assistance of the school medical-inspection staff in the health office all children who were considered as possible candidates for the classes for crippled children were examined by physicians and recommendations made indicating whether they should continue in the schools where they were or be transferred to the classes for crippled children.

The chief medical inspector of schools, Dr. Joseph A. Murphy, gave valuable assistance to the school officials in determining on the proper adaptation of regular classrooms set aside for crippled children to the needs of those children, together with the desirable furniture and other equipment necessary for the proper care for crippled children. The appropriation bill provided for the employment of a physiotherapist for each center, to be employed and work under the direction of the health office.

Contracts were let for the transportation of crippled children to and from school.

The teachers for these schools were selected from among teachers already employed, since no separate appropriation was provided for teachers of classes of crippled children.

On November 20, 1929, the board considered a recommendation of the superintendent that authorization be requested from the commissioners to create a deficiency for the transportation, instruction, and care of crippled children, since the amount of money available

did not make it appear possible to meet the problem of transportation out of current funds.

By November 4, 1929, the rooms for the crippled children had been sufficiently equipped and arrangements for bus transportation had been worked out, so that classes were opened for these children on that date. About 30 children were enrolled at the Weightman School and approximately the same number at the Magruder.

On January 15, 1930, the superintendent presented an extended report to the Board of Education, prepared by the board of apportionment, on the requirements of the schools for crippled children. This report had been prepared in accordance with the suggestion of the auditor, and outlined the needs for the fiscal year 1930 and also for 1931. The following summarized statement shows the requirements for these two years:

Fiscal year 1930:

For personal service, remainder of year	-----	\$1,000
For special equipment, details given	-----	10,000
For maintenance, explanation given	-----	2,000
		13,000

Fiscal year 1931:

For personal service	-----	2,400
For maintenance, explanation given	-----	4,000
		6,400

Under special equipment there was given the estimated cost, itemized, of purchase of classroom furniture, \$2,560; lunch-room equipment, \$1,230; surgical equipment, \$85; bedding and linens, \$495; physiotherapy equipment, \$1,245; occupational therapy, \$620; heliotherapy equipment, \$2,900; and general equipment, \$865. Total of \$10,000 as above for special equipment.

The specific recommendation of the superintendent that the Board of Education ask the District Commissioners to approve the board's request for supplemental appropriations in the sums named and for the purposes indicated and transmit them to Congress, was unanimously approved by the board.

COMPILATION OF SCHOOL LAWS

The minutes of the meeting of the board of February 19, 1930, contain the following record of the completion and delivery by the Government Printing Office of a publication entitled "Compilation of Laws Affecting the Public Schools of the District of Columbia, 1804-1929":

The secretary reported the completion and delivery by the Government Printing Office of the publication "Compilation of Laws Affecting the Public Schools of the District of Columbia, 1804 to 1929." This is a bound volume of 409 pages. Five hundred copies were ordered for delivery to the board. The suggestion was made that an additional 500 copies be printed by the Government Printing Office to be held there subject to purchase at a nominal cost not yet determined, upon requests from individuals or libraries throughout the country. Of the quantity received by the board distribution is being made, a copy to every public school, to the leading officials of the school administration, and of the District government, particularly such as have aided in furnishing data for the volume. The members of the board and of the administrative staff were each given a volume lettered with his or her name.

Relative to the foregoing, Doctor Johnson, in humorous vein, remarked that the compilation is the outcome of inspiration by Doctor Carusi and the "perspiration" of Mr. Hine. Mrs. Doyle offered the following for the record:

"During the past week the members of the Board of Education have received copies of the volume entitled 'Laws Affecting Public Schools.' This book is historically and legally an acquisition to the archives of Washington as well

as a most attractive and readable volume. It seems fitting that this board record itself as deeply gratified in this publication.

"The committee that was charged with the compilation of these laws was composed of Dr. Charles F. Carusi, president of the Board of Education; Dr. Frank W. Ballou, superintendent of schools; and Mr. Harry O. Hine, secretary of the Board of Education. Doctor Carusi, who suggested the idea, lent to the project his usual inspiring encouragement and Doctor Ballou his thorough technical knowledge of the subject matter. Mr. Hine gave to this work not only hours without number, but the whole-hearted sympathetic interest which he bestows upon all of his labors for the Board of Education.

"May I then move a vote of thanks to Doctor Carusi and Doctor Ballou for their share in this volume and at the same time a grateful acknowledgment of this new evidence of the patient and diligent work of our secretary, Mr. Hine."

THE FREE TEXTBOOK LAW

The records of the meeting of January 15, 1930, contain the following reference to the probable passage of the free textbook bill:

Inasmuch as the bill now before Congress (S. 234) to provide free textbooks and supplies for the junior and senior high school's is likely to become a law, the desirability of providing necessary clerical help in the distribution of these supplies was presented by the High School Teachers' Association through Miss Ethel T. Prince, in her capacity of chairman of its legislation committee. The additional clerical salaries are necessary to obviate the necessity of drawing teachers from their purely professional duties to handle supplies and to distribute and check same. A compliance would require some appropriations at the hand of Congress. The request was referred to the superintendent.

At the meeting of the board held January 29, 1930, the following reference was made to the free textbook bill:

The superintendent referred to the act providing for free textbooks and supplies to the high schools when signed by the President and pointed out that to make this desired legislation effective funds must be provided. The cost during the first year is estimated at \$242,088 and annually thereafter about \$100,000. The superintendent deemed it appropriate for the Board of Education to submit to the Commissioners of the District of Columbia a supplemental estimate for transmission to Congress, in order that the desirability of making this appropriation may be properly placed before the Appropriations Committees of the House and Senate. The board directed that a request for a supplemental appropriation be sent to the commissioners. It also concurred in the opinion of the superintendent that provision must be made for the additional clerical force needed to care for, distribute, and properly account for these very considerable additional books and supplies.

The following is the text of the law authorizing free textbooks and other necessary books and supplies for the pupils of the public schools of the District of Columbia:

[Public, No. 41—Seventy-first Congress]

(S. 234)

AN ACT To provide books and educational supplies free of charge to pupils of the public schools of the District of Columbia

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Board of Education of the District of Columbia shall provide pupils of the public elementary schools, public junior high schools, and public senior high schools of the District of Columbia free of charge with the use of all textbooks and other necessary educational books and supplies.

Sec. 2. That all books purchased by the Board of Education shall be held as property of the District of Columbia and shall be loaned to pupils under such conditions as the Board of Education may prescribe.

Sec. 3. That parents and guardians of pupils shall be responsible for all books loaned to the children in their charge and shall be held liable for the

full price of every such book destroyed, lost, or so damaged as to be made unfit for use by other pupils.

SEC. 4. That the Board of Education shall purchase for use in the public schools only such books and supplies as shall have been duly recommended by the superintendent of schools and formally approved by the Board of Education.

SEC. 5. That the Board of Education, in its discretion, is authorized to make exchange or sell books or other educational supplies which are no longer desired for school use.

SEC. 6. That the Board of Education is authorized to provide for the necessary expenses of purchase, distribution, care, and preservation of said textbooks and educational supplies out of money appropriated under authority of this act.

SEC. 7. That this act shall take effect from the date of its passage.

Approved, January 31, 1930.

The minutes of the meeting of the board of February 5, 1930, contain the following further reference to the new textbook law:

The observation was made by the superintendent that to make effective the act providing for free high-school textbooks, in addition to the necessary funds already requested in supplemental estimates, additional clerical service will be needed to distribute, care, and properly account for these very considerable supplies. On this subject Doctor Ballou said he has called for advice from the high-school principals. Doctor Ballou asked the board to authorize the superintendent of schools to present and defend before the congressional committees a request for necessary clerical service in the sum to be estimated closely by further study and have an item added to read not to exceed a certain sum. The desired authorization was voted.

At the meeting of March 5, 1930, the superintendent presented the following report for the information of the board:

At the meeting of the Board of Education held February 5 the board authorized the superintendent to take such steps as might appear to him necessary to secure an appropriation to take care of the necessary clerical help and labor connected with the purchase and distribution of the additional books authorized to be furnished to junior and senior high school pupils. The board will recall that petitions have been submitted to the board requesting employment of additional clerks for this purpose, particularly in the high schools.

After due consideration of the matter by the superintendent and his associates, the following estimate has been submitted to provide free textbooks and school supplies not only for elementary schools, as heretofore, but for junior and senior high schools in accordance with the recently enacted law:

"For textbooks and school supplies and for the necessary expenses of purchase, distribution, and preservation of said textbooks and supplies, including necessary clerks and labor not to exceed \$10,000, \$367,088, to be immediately available: *Provided*, That the Commissioners of the District of Columbia, in their discretion, are authorized to exchange any badly damaged book for a new one, the new one to be similar in text to the old one when new."

It is believed that the language "including necessary clerks and labor not to exceed \$10,000," makes the necessary provision for handling the distribution of textbooks. This report is submitted for the information of the board.

SALUTE TO THE FLAG

At the meeting of the board held February 19, 1930, the board referred to the superintendent a communication dated February 6, 1930, from Mr. Edwin S. Bettelheim, jr., of the Military Order of the World War, consisting of a resolution adopted by that organization recommending that the principals in charge of public schools of the District of Columbia be required to see that the flag is saluted at all assemblies of students.

The superintendent reported to the board at its meeting of March 19, 1930, that on March 13 he issued the following circular to the principals of schools requiring the saluting of the flag:

To All Officers and Teachers:

It has come to my attention that saluting the flag is not a part of the exercises conducted in the auditoriums of certain senior high schools. This likewise may be true of some of our junior high schools.

I recognize that there are certain assemblies of students in the auditorium when saluting the flag might not be the dignified and serious act that it should be. On the other hand, I am clearly of the opinion that saluting the flag should be a regular part of appropriate school activities, including assemblies of students in the auditorium.

Saluting the flag is a part of the opening exercises in each classroom in the elementary schools. I am of the opinion that public-school pupils should never be permitted to consider themselves too old to salute the flag or to recite the pledge of allegiance to the flag of their country.

To carry out the aforementioned views, it is this day—

Ordered. That hereafter it shall be the duty of the principal of each normal school, senior high and junior high school to cause the flag of the United States of America to be saluted in at least one-half of the assemblies of students held each month; and that all persons present at such assemblies shall be required to salute the flag and recite the pledge of allegiance as prescribed in Superintendent's Circular No. 32, dated January 25, 1929.

Since it is understood that saluting the flag is now the practice in classrooms in the elementary schools, the elementary schools are not specifically mentioned in this order.

It should be understood that this order sets up a minimum requirement as to the number of assemblies where the flag shall be saluted. I am of the opinion that principals of junior and senior high schools should give consideration to the desirability of having the flag saluted in all assemblies of students where the nature of the exercises is consistent with the devotion represented and contemplated by a salute to the flag.

I believe also that all principals of schools should seek in their respective buildings additional opportunities in assemblies, in the regular classrooms, and in home rooms for pupils and teachers to show their devotion to the flag and their allegiance to their country by saluting the flag and reciting the pledge of allegiance. We can not overemphasize the importance of patriotic devotion to the flag and to the principles of free government for which it stands.

Yours very sincerely,

FRANK W. BALLOU,
Superintendent of Schools.

The superintendent expressed to the board the hope that this action would be thought by the Board of Education to meet the situation adequately, and recommended that a copy of this report be sent to Mr. Bettelheim.

This action on the part of the superintendent was indorsed by the following organizations and individuals:

East Central Civic Association; Rev. Charles T. Warner, rector, St. Albans; National Bulletin; Admiral George Dewey Naval Camp, No. 7; Independent Order of Rechabites, Eagle Tent, No. 2; General Nelson A. Miles Camp, No. 1; Children of the American Revolution; Grand Lodge, Knights of Pythias.

COMMUNISM IN THE SCHOOLS

At the meeting of the Board of Education held March 19, 1930, the board received the following resolution passed by the Stanton Park Citizens' Association:

Resolved by the Stanton Park Citizens' Association in regular meeting assembled this 10th day of March, 1930, That we petition the Board of Education to order immediately a sweeping investigation of the spread of communist propaganda in our public-school system and the activities therein of the Communist Party of the United States and Trade Unity League, the Young Pioneer movement, or other groups of individuals who teach, advise, or advocate the overthrow by force or violence of the Government of the United States or attempt to undermine and defeat our republican form of government; and that said

Board of Education recommend such action on the part of school officials or legislation by Congress which will tend to rid our schools of a movement which menaces the efforts of parents and teachers to instill patriotism and observance of laws in the hearts of our children.

The minutes of the meeting of the board indicate the proposed action of the board in the following language:

With respect to the foregoing resolution President Carusi remarked that some notice should be taken of this resolution and of a prominent civic group and of newspaper accounts, which indicate there is a certain amount of communist propaganda in the schools. To what degree it is present is not known to the board. In order to determine whether there is any basis for these reports, President Carusi suggested that the board invite any person or organization of the District of Columbia or elsewhere with facts or data bearing on this subject to present in writing to the board such evidence of unwholesome propaganda, preferably to present the written brief in a personal appearance.

On motion of Doctor Johnson, the procedure outlined by the president was made the sense of the board. The several press reporters present were asked to give this action of the board the fullest publicity in the daily papers. In more specific terms President Carusi announced that at 4 o'clock of the next stated meeting, April 2, the board will recess on routine business to consider any evidence of propaganda that tends to imperil the schools.

Accordingly, at the meeting of the board on April 2, 1930, the privilege of the floor was given to those who wished to speak on the subject of communism. Mr. Harry N. Stull, of the Stanton Park Citizens' Association, and the author of the resolution, handled the presentation of the case. Witnesses were called from among students of our high and junior high schools, parents of pupils testified, and representatives of various patriotic organizations also offered testimony. At the close of the receiving of testimony the president of the board thanked Mr. Stull and the other visitors who had presented evidence, and by vote of the board appointed a special committee to consider the evidence and report to the board. Subsequently, at the meeting of the board on May 21, 1930, the special committee appointed by the president, consisting of Mrs. Lenore W. Smith, chairman, Mrs. Mary A. McNeill, and Dr. H. Barrett Learned, presented the following report:

SPECIAL COMMITTEE ON COMMUNISTIC PROPAGANDA

The chairman of this committee, Mrs. Smith, offered the report that follows, which the board approved. The committee was thanked for its labors and discharged.

"On Wednesday, April 2, 1930, there was referred a large exhibit of communist literature submitted by a group of citizens eager to discover the extent of the communist influence in the public schools for examination and report.

"The committee has examined some 30 documents, circulars, dodgers, leaflets, pamphlets, posters, placards, photographs, and several communistic papers which set forth the general aims of the movement in this country and the methods whereby these aims are to be obtained. This movement has extended itself over portions of the United States and to some extent has aroused the curiosity and casual interest of a few boys and possibly girls in our system of schools.

"There is, so far as the committee can see, no sound evidence indicating that a large portion of our students have either knowledge or interest in this movement. Moreover, there is no indication that teachers, administrative officers, and the personnel engaged in any degree in the care of our schools and children are at all involved in this movement. The special committee is assured that the school children are in thoroughly safe hands and that the characters of our instructors are admirable and inspiring in all right directions.

"It has been gratifying to the committee to have this evidence as a basis for the examination just undertaken. Should there be additional evidence for-

warded at any time to the school authorities, careful attention will be paid to it. Extensive as these exhibits are, there is, we think, nothing to disturb seriously the progress of the Washington public-school system at the present time.

"Respectfully submitted.

"LENOE W. SMITH, Chairman,

"MARY A. MCNEILL,

"H. BARRETT LEARNED

(Sub. for Mr. Gilligan),

"Special Committee on Communistic Propaganda."

The report was approved by the board, the committee thanked for its labors, and discharged.

TEACHING OF SOCIAL HYGIENE IN THE SCHOOLS

Under date of April 2, 1930, the superintendent presented a report reviewing the interest and activities of those interested and concerned with instruction in social hygiene in the public schools. Since this is a subject of such importance, and since there are honest differences of opinion about its introduction into the public schools, the superintendent incorporates in this annual report, for the information of the public, the complete report presented to the board on April 2, 1930:

LADIES AND GENTLEMEN: In view of the public interest in sex education, pro and con, I am prompted to submit the following report for the information of the board, relating to the attention that has been given to that subject on the part of the teaching profession in the schools, as well as the various organizations of parents and citizens interested in public education.

The following report was prepared by First Assistant Superintendent Kramer who has represented the schools in the various conferences that have been held from time to time on this subject:

MARCH 19, 1930.

Memorandum for the superintendent.

Subject: Social hygiene instruction in the Washington public schools.

As early as 1926 the question of social hygiene instruction in the Washington public schools was urged upon the school officials by organized groups of citizens, represented by the Social Hygiene Society of the District of Columbia and the District of Columbia Congress of Parents and Teachers. The attitude of the school officials was that any undertaking of formal instruction in this subject must follow the development of an understanding and approval on the part of the parent groups.

In 1926 a course of lectures, under the auspices of the District of Columbia Congress of Parents and Teachers and the Social Hygiene Society, were delivered and the Board of Education formally gave its authorization and approval of the lectures which were delivered to groups of teachers and parents. Experiments in the teaching of this subject were made by individual teachers from time to time with the knowledge and consent of the parents of the children involved. A little later a series of lectures in connection with social hygiene were delivered in several of the junior high schools. These lectures were sponsored by the parent-teacher organizations and the parents of the children concerned were formally notified of the intent to give the lectures and the subjects to be dealt with. Throughout the entire development of our work in social hygiene the parent-teacher associations have sponsored the work.

In 1927 a group of representatives of the senior high school and the junior high school was appointed to consider a possible social hygiene program in the Washington public schools. This group spent a good deal of time in consultation with the late Dr. T. W. Galloway, but made no formulated report since it was deemed essential to develop a more thoroughly informed and sympathetic public before proceeding with the formal course.

In 1928 a committee was appointed to confer with Mr. Herbert S. Wood, representing the public-school association, and Mrs. W. P. Roop, representing the parent-teacher association, in regard to the present status of social hygiene

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instruction in the Washington public schools. I quote from the report of this committee:

"Mr. Wood expressed a desire to take back to the public-school association some concrete evidence of proposed social-hygiene instruction material. The best that your committee could do was to offer him a copy of the new course of study in nature study and elementary science of our elementary schools, and to express our belief that the work relating to the junior high schools thus far advanced by the late Miss Deal's committee would probably be continued.

"Mrs. Roop stated the interest of the organized parents in social hygiene instruction and spoke of the plan to organize further classes among the mothers for study of this subject."

Following the report of this committee, a committee was appointed for the purpose of drafting a proposed course of study for social-hygiene instruction in the schools. This committee consisted of: Normal schools—Miss Anna D. Halberg, chairman; Mr. J. A. Turner, vice chairman. Senior high schools—Mr. Allan Davis, chairman; Mr. G. D. Houston, vice chairman. Junior high schools—Mr. L. T. Walter, chairman; Miss Zita Dyson, vice chairman; Miss H. E. Bundick, Mr. Hugh Smith. Elementary schools—Miss E. W. Scott, chairman; Mr. P. J. Rayford, vice chairman.

The report of this committee was submitted and the first assistant superintendent, Mr. S. E. Kramer, transmitted the report to the superintendent with the following recommendation:

"I desire to recommend that copies of the junior high-school course and the elementary-school course be placed in the hands of the principals of the schools concerned and the teachers of elementary science in these schools. I further recommend that these officials be informed that this is not an adopted course of study, but is presented to them in order that they may give careful consideration to the content of the course and make some experimental investigation to determine the possibility of the introduction of this material into the existing courses of study. My own opinion is that much of the work indicated is already being accomplished by the teachers of elementary science in the junior high schools and teachers of nature study in the elementary schools.

"It is my thought that the placing of the course before the teachers in this manner will be productive of more beneficial results than the presentation of the course as an adopted program and therefore an obligation upon the teacher to proceed immediately with its enforcement.

"By the beginning of the new semester we can obtain the opinions and suggestions of the principals and teachers and be prepared to submit a course for approval to the Board of Education.

"I have taken the liberty of having certain parts of this course duplicated and distributed to the principals of junior high schools, with the statement that it was a proposed course concerning which I desired their study and estimate."

With the proposed course of study the first assistant superintendent submitted the following letters, one from the parent-teacher association and one from the public school association, expressing approval of the schools undertaking instruction in social hygiene:

DISTRICT OF COLUMBIA CONGRESS OF PARENTS AND TEACHERS,
June 14, 1929.

Mr. H. E. WARNER,
School Chairman of Social Hygiene.

DEAR SIR: Inclosed find copy of resolution passed by the Executive Board, District of Columbia Congress of Parent-Teacher Associations:

"Be it resolved by the Executive Board of the District of Columbia Congress of Parents and Teachers, That we compliment the committees that have been working on the revision of the curriculum for the purpose of introducing definite sex education into the public schools, and further thank them for the splendid interest they have shown in succeeding in incorporating this work into the general science, nature study, and physical-training courses."

We hope that the committee will continue to work until other subjects, such as sociology, English, etc., are included in the program.

Respectfully yours,

EMMA MCLEAN (Mrs. L. B.) PASTELL,
Corresponding Secretary.

NAOMI C. ROOP,
State Chairman of Social Hygiene.

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THE DISTRICT OF COLUMBIA PUBLIC SCHOOL ASSOCIATION,

June 14, 1929.

Dr. FRANK W. BALLOU,
Franklin Administration Building, Washington, D. C.

MY DEAR DOCTOR BALLOU: As a representative of the Public School Association of the District of Columbia, I take pleasure in concurring fully with the report of your committee on social-hygiene instruction, dated June 10, 1929. At a meeting of the Public School Association held June 5, 1929, the essential features of this report were unanimously indorsed by a resolution, of which a copy is inclosed herewith.

Very truly yours,

HERBERT S. WOOD,

"Resolved, That the Public School Association of the District of Columbia urges the adoption for use in the public schools of the tentative courses of instruction that the committee on social-hygiene instruction in the public-school system has prepared for elementary science or nature study in the elementary schools and for general science and physical education in the junior high schools.

"Resolved further, That the association recommends that the said committee be directed to continue its work and to take up particularly (a) the extension of social-hygiene instruction to other subjects, such as literature, domestic science, geography, and history; and (b) the preparation of a fuller outline of social-hygiene instruction for the senior high schools."

The superintendent of schools replied, authorizing the following action:

"(1) That copies of the junior high-school course be placed in the hands of principals of the junior high schools concerned and the teachers of elementary science in those schools; (2) that copies of the elementary-school course be placed in the hands of the principals of those schools and the teachers of elementary science; (3) that these officials be informed that this is not an adopted course of study, but is presented to them in order that they may give careful consideration to the contents of the course and make some experimental investigation to determine the possibility of the introduction of this material into the existing courses of study."

The first assistant superintendents, each in his respective division, transmitted the following communication to the junior high-school and elementary-school principals:

"A course of study in social hygiene has been prepared by a committee appointed for that purpose by the superintendent of schools. This course has been placed before the superintendent of schools with the following recommendations:

"(1) That copies of the junior high-school course be placed in the hands of principals of the junior high schools concerned and the teachers of elementary science in those schools; (2) that copies of the elementary-school course be placed in the hands of the principals of those schools and the teachers of elementary science; (3) that these officials be informed that this is not an adopted course of study, but is presented to them in order that they may give careful consideration to the contents of the course and make some experimental investigation to determine the possibility of the introduction of this material into the existing courses of study. The superintendent has approved these recommendations.

"Copies are now available for the principals of the junior high schools and for the teachers of elementary science at the junior high schools.

"Your attention is called to recommendation (3), which sets forth the present status of this course of study. It is expected that the teachers of general science will take an active interest in this course of study, and it is my intention to ask an expression of your opinion and of their opinion about February 1, 1930."

These courses are now in the hands of the teachers, who are making such experimental use of them as they deem wise, and at an early date a conference of all teachers concerned will be called for suggestion and criticism of the proposed course. If the reports of the teachers are favorable, it is the purpose of the first assistant superintendent to recommend to the superintendent that the course be submitted to the Board of Education for formal approval as an adopted course of study.

Respectfully yours,

S. E. KRAMER,
First Assistant Superintendent.

The superintendent has felt that it was desirable to ascertain the views both of patrons of schools and of teachers and officers on such a complicated and perhaps controversial matter. During the past four years conference after conference has been held of groups and individuals on this subject. The status of the matter now is that certain proposed topics relating to sex education have been selected and analyzed. These have been placed in the hands of selected teachers for trial use. When it appears that an entirely satisfactory program of instruction has been worked out, the superintendent contemplates placing such course before the Board of Education for its approval before introducing it generally into the schools.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

OPENING OF TEACHERS COLLEGES

In accordance with legislative authorization, the Wilson Teachers College and the Miner Teachers College were opened in September, 1929. The enrollment in the Wilson Teachers College was 208 and in the Miner Teachers College 362. No pupils were admitted to advanced standing, since it was determined that only first-year work would be established during the first year of the organization of the colleges.

On January 29, 1930, the Board of Education adopted the following order regarding the policy concerning admissions of high-school graduates to the teachers' colleges:

Ordered, That in determining the eligibility of graduates from the high schools of the District of Columbia for admission to the teachers' colleges, for the entering classes each September the midyear and the June graduates of the high schools shall be considered as one class, and the relative rank of applicants shall be determined by considering such midyear and June classes as one group.

At the meeting of the Board of Education held May 21, 1930, the board approved the program of instruction for the second year of the teachers' colleges, and made minor modifications in the first-year course of study approved and in operation during the school year 1929-30.

ORGANIZING PARK VIEW SCHOOL AS A MODEL PLATOON SCHOOL

The extracts from the record of the Board of Education during the past year indicate the action taken by school officials and the board to so organize the Park View School as a platoon school that it will exemplify the best in platoon school organization, and thereby institute an experiment for the purpose of determining the merits of a platoon school type of organization as compared with the traditional type of organization of an elementary school.

SUPERINTENDENT'S REPORT ON PARK VIEW SCHOOL.

OCTOBER 16, 1929.

LADIES AND GENTLEMEN: The appropriations act for the District of Columbia for the fiscal year ending June 30, 1930, carries a provision "for the construction of an addition or additions to the Park View School," and appropriates for that purpose \$265,000. The municipal architect estimates that this building will be completed next August, so that it is contemplated by school officers that the addition may be occupied by classes next September. The 5 year school-building program act provided for this addition because of crowded conditions at that school, and because of inadequate facilities for the activities of a platoon school.

After the Bureau of Efficiency had made a study of our school system the Bureau recommended that "the Board of Education undertake a platoon-school experiment by establishing two platoon schools, one white and one colored, by adapting to this purpose two of the new standard 16-room elementary-school buildings. For the purpose of this experiment these two platoon schools should be paired with two nonplatoon schools similar in size and in composition of population. The educational results and financial costs of the two types of schools should then be measured and compared at regular intervals. Such an experiment extending over a series of years will supply the basis of fact, which is now lacking, for the adoption of an educational policy of the highest importance."

Accordingly, it is the desire of school officers and the Board of Education that this study of the platoon school be carried forward under the best possible conditions. With this in view, the addition to the school has been carefully planned by the municipal architect and the administrative officers, including the principal and the supervising principal in charge of that building.

In advance of the completion and occupancy of this building, the school officers and the Board of Education must be concerned with the organization of classes, the assignments of teachers, and other similar problems vital to the best operation of the platoon plan. It is not too early to anticipate such problems as will arise in connection with both the Park View and the proposed platoon school for colored pupils. The superintendent desires, therefore, to bring the matter to the attention of the board and to submit a recommendation.

The recent protest of certain parents of the children against their transfer from the Park View School to the Monroe School indicates an unusual situation confronting the school officials and the Board of Education. The action of school officials in transferring pupils from Park View to other schools was in conformity with a city-wide policy. No such organized protest has even been made by parents in other sections of the city. Whenever any such move in the interests of more efficient organization and the proper utilization of building facilities is made at Park View, the assertion is immediately made that the superintendent is opposed to the platoon-school type of organization and is determined to hamper and embarrass the Park View School. This was asserted when it was proposed to build the addition on the third floor, and it has been again asserted in connection with the recent proposed transfer of pupils from the school.

When I became superintendent I found the Park View School organized on the platoon-school basis. I have never by any act, directly or indirectly, indicated opposition to the continuance of the platoon type of organization at the Park View School. On the contrary, I have initiated or indorsed several proposals looking toward the improvement of the platoon type of organization in that school. For example, I transferred the Park View School from the third division to the fifth division in 1923 in order that the Park View School might be under the supervising principal who appeared to be most sympathetic toward the platoon-school type of organization. On the death of Miss Fairley in 1927 I was particularly concerned with the choice of a competent successor, sympathetic with the platoon type of organization. I adopted the unusual procedure of proposing to the supervising principal of the fifth division the transfer to the Park View School of any experienced elementary-school principal whom he would recommend, either from among the principals in his division or from any other division of the city. Upon the recommendation of that official I transferred Miss Scrivener from the Gales-Arthur Schools to the Park View School. I recommended in 1929 that the Board of Education adopt the recommendation of the Bureau of Efficiency that two platoon schools be set up for experimental purposes, one for white pupils and one for colored pupils. I recommended that the Park View School be designated as that school in divisions 1-9, believing that the platoon-school type of organization would find more sympathetic support at Park View than in any other elementary school in the District of Columbia. I supported a budget estimate for this proposal before the commissioners, the Bureau of the Budget, and the Appropriations Committees of Congress.

I am now concerned with the proper discharge of my official responsibilities in connection with the efficient organization of the Park View School as a type school. It would appear from past experiences that any move on my part or on the part of the school officials at headquarters or of the Board of Education is likely to be construed, as such acts have heretofore been construed, as antagonistic to the success of the Park View School.

As evidence of my sincere and honest desire to create at the Park View School and in the proposed school in divisions 10 to 13, schools which shall represent the best ideals and the most efficient and approved organization of a platoon-type school and in the hope that this recommendation will remove this organization of these schools from the field of controversy and misunderstandings, I propose that the Board of Education ask an outside agency, either competent in itself or in a position to secure competent advice, to study the Park View School situation and report to the Board of Education on the organization of that school. Since it is contemplated that the additions to the building will be completed by September, 1930, it is my thought that this agency would study this situation and report to the Board of Education by the end of this school year. I am confident that the school officials and the Board of Education will sympathetically and sincerely put into operation the organization that this outside agency may propose. If this procedure is followed, I believe that it should result in such an organization as will make it possible, with a minimum of friction and misunderstanding, to carry out at Park View the experiment to which all parties concerned are committed. It will provide an organization that should produce the highest educational results that it is possible to procure.

As to outside agencies, I suggest the office of the United States Commissioner of Education or the United States Bureau of Efficiency.

I very much hope that the board will feel that this plan of procedure or some similar plan may be adopted, not only to the end that the school officials and the board may be relieved of any further charge of unsympathetic attitude toward the proposed experiment with the platoon-school type of organization but also to the end that the experiment when systematically inaugurated next September may be productive of valuable educational results.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

BOARD ACTION OF NOVEMBER 6, 1929

President Carusi announced that in accordance with the superintendent's recommendation at the meeting of October 16, 1929, and the board's approval thereof, in the matter of a study of the platooning system by an outside agency, he had called at the United States Office of Education. He found the Commissioner of Education, Dr. W. J. Cooper, entirely agreeable to accepting such a task for the board as the office is well equipped for such work, in fact are doing this type of service for various cities throughout the country. The Office of Education, moreover, proposes to invite the Bureau of Efficiency to participate in this proposed study, so that the economic as well as the educational phases of the subject will receive consideration.

Mr. Gilligan remarked that the investigation at this time may not be opportune, as the Park View addition will be under construction. To this view the president remarked that what the board is seeking is a scientific set-up on the worth of platoon methods, whether it is desirable to have more such or whether to abandon them altogether. On motion of Mrs. Smith the recommendation of Superintendent Ballou on October 16, as explained above by President Carusi, was approved.

PRESIDENT CARUSI'S LETTER TO COMMISSIONER COOPER

JANUARY 29, 1930.

MY DEAR DOCTOR COOPER: You will recall my conference with you during the fall of 1929, at which you very kindly consented to make for the Board of Education of the District of Columbia a study which would enable the board to set up a platoon type of organization in the Park View School that will represent the best current practice in such schools.

At our conference I called attention to the fact that the Park View Platoon School represented an experiment originally undertaken with a view to determining whether that or the traditional type of school would best serve the educational interests of the District. Several important considerations at once suggested themselves. One is that in fairness to the experiment and to make its results authoritative, it would be necessary that the educational results obtained should represent the best in the platoon type school. Another important consideration is that if the platoon school, conducted in the best manner possible, should demonstrate its superiority educationally, the relative cost of

its operation as against that of the traditional school would have to be considered before any program for platooning the whole system could be undertaken. You may recall that you very kindly offered to undertake this study for us and to get the cooperation of the Bureau of Efficiency in so far as the cost problem was involved.

Thinking that it might be helpful to you in making this study, I submit for your consideration herewith a number of questions which have been prepared by the superintendent and other school officials and several which I have myself added to the list. The only question with which the Bureau of Efficiency need concern itself is that under the heading "J," which involves the approximate cost of introducing the platoon type of school generally as a substitute for the traditional school already in existence.

An addition to the Park View School will be ready for occupancy in September, 1930. In accordance with the recommendation of the Bureau of Efficiency, the Park View School has been designated as an experimental school of the platoon school type of organization. It is proposed to study systematically the educational results in this school in comparison with the educational results achieved in the traditional type of school in divisions 1 to 9.

It is the wish of the Board of Education that the office of education study the Park View School situation and work out a complete organization of that school for September, 1930. Since the school is of an experimental character, it is essential that the conditions established in the Park View School should be representative of platoon schools. It is also essential that this school be organized in such a manner that the results achieved at Park View may be compared with the results achieved in other schools with which it is compared. It is hoped that the office of education will find it possible to complete its study of the situation; set up a suggested organization of the school for September, 1930; and submit answers to the following questions before the close of this school year in June in order that adequate preparation may be made for the opening of the Park View School next September.

These questions are not propounded with the idea of limiting the scope of the study which it is hoped will be as comprehensive as possible.

Yours truly,

CHARLES F. CARUSI,
President Board of Education.

The following list of questions accompanied the letter of President Carusi to Doctor Cooper:

A. Capacity and enrollment—

1. What will be the pupil capacity of the Park View School in September, 1930, when completed?
2. Is it desirable that this capacity should be approximately maintained year by year?
3. In view of the established capacity of the Park View School, may the existing boundaries of said school be extended in September, 1930?
4. May pupils properly be admitted to this school from other parts of the city outside of the established boundaries of the school on the application of parents, in order to maintain a capacity enrollment?
5. How much additional capacity does the Park View School possess, organized as a platoon school, over its capacity if organized as a traditional school?

B. Relation to junior and senior high schools—

1. In view of the fact that most of the larger elementary schools of the traditional type will have pupils in grades 1 to 6 only, will it be advantageous for this experiment if the enrollment in the Park View School is confined to a kindergarten and grades 1 to 6, allowing the seventh and eighth grade children to be taken care of in junior high schools?
2. If this is not done, what should be the relationship between the Park View School with 8 grades and the junior and senior high schools?
3. If seventh and eighth grade children remain in the Park View School, how can the educational progress of children leaving the Park View School be compared with the educational progress of children completing the sixth grade of the traditional school followed by an educational program in the junior high school? Where would eighth-grade graduates of the Park View School attend school on graduation in view of the fact that in the course of a few years there will be no regular first-year classes in the senior high schools?

C. Organization.—

1. How can the pupils enrolled in the Park View School in September, 1930, be most effectively and most economically organized on the platoon-school basis?
2. Can A and B divisions of the same grade be as advantageously instructed in a single class in a platoon school as in the traditional type of school?
3. Should the size of class in the platoon school be approximately the same as in the traditional school in corresponding subjects and activities?
4. Should homogeneous grouping of pupils be attempted in the organization of classes?

D. Teachers.—

1. How many teachers are necessary at the Park View School in September, 1930?
2. To what extent should teachers in the platoon-school type of organization be expected to possess special qualifications for the subjects they teach over and above those possessed by teachers in the traditional school?
3. What are the subjects or the essential educational activities of this platoon school not found in the traditional school which should be taught by teachers thus especially prepared?

E. Administrative and custodial force.—

1. Is the Park View School adequately provided for administratively?
2. Does the Park View School have an adequate custodial staff?

F. Program.

1. What is the most effective program of work for the semester beginning September, 1930?
2. What is the proper relationship of time spent by pupils in the home room to the time spent in special rooms?

G. Designation of rooms.—What rooms in the Park View building should be designated as home rooms and what rooms should be designated for the special activities to be carried on therein?

H. Equipment.—

1. After rooms have been thus designated, how can they be adequately equipped by making the most economical use of all available furniture now in the building?
2. What additional furniture and equipment is considered essential for this type of school?
3. With what kind of seats should the auditorium be equipped in view of any proposed use of it?

I. Structural changes.—

1. Are any structural changes necessary or desirable in the older portion of the building to adapt it to use as a platoon school?
2. Should the lighting of the auditorium be improved?
3. Should the auditorium be equipped for motion pictures and visual instruction?

J. Cost.—In order that the board may have information as to the approximate cost of platooning all schools on the basis of the set-up for Park View, the following questions are asked:

1. What may be considered the capital outlay in buildings and grounds of the Park View School at the present cost of construction?
2. What would it cost in capital outlay, if any, in purchase of ground and in structural changes at the following schools to make them equal to Park View School for platoon-school purposes?

(a) Oyster School, Twenty-ninth and Calvert Streets NW.; (b) Brightwood School, Thirteenth and Nicholson Streets NW.; (c) Emery-Eckington Schools, Lincoln Road and Prospect Street NE.; (d) Peabody-Hilton-Carberry Schools, Fifth and C Streets NE.; (e) Ketcham School, Fifteenth and U Streets SE.; (f) Bruce School, Kenyon Street and Sherman Avenue NW.; (g) Mott School, Fourth and W Streets NW.; (h) Bell School, Second and D Streets SW.; (i) Lincoln-Giddings Schools, Second and C Streets SE.; (j) Syphax School, Half and N Streets SW.

3. If a platoon school building program involving the extensible type of building is adopted, what facilities should be included in the first unit of the building corresponding to the traditional type of eight classrooms with combination assembly-gymnasium?

K. Is it an advantage to the school system to conduct all of the schools along the same line, i. e., as platoon schools on the one hand, or traditional schools on the other; or is the simultaneous operation of some of each type of schools to be recommended?

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SUPERINTENDENT'S REPORT TO THE BOARD, MAY 21, 1930

LADIES AND GENTLEMEN: The United States Commissioner of Education has indicated a desire to have expert advice in connection with their study of the organization of the Park View School, which is being made by the Office of Education. The only practicable way in which this appears possible is for the District of Columbia to pay the expenses of one of the school officials in a trip to Detroit to confer with Deputy Superintendent Spain, who is an expert on platoon school organization. There is no appropriation of public funds at the disposal of the Board of Education for bringing Doctor Spain or anyone else to Washington as originally suggested by the Office of Education.

I have conferred with Doctor Reichelderfer, president of the Board of Commissioners, and he is agreeable to the approval by the Board of Commissioners of a trip to Detroit for the purpose indicated at the expense of the District of Columbia, said expense to be met out of the fund for travelling expenses, which is at the disposal of the Board of Commissioners.

I recommend that the Board of Education authorize educational leave for Miss Emily Scrivener to make a trip to Detroit for consultation with Deputy Superintendent Spain on the proposed organization of the Park View School next September, the expenses of said trip to be paid out of the appropriation for travelling expenses at the disposal of the commissioners, said expenses not to exceed \$100.

I recommend further that the Board of Education ask the Board of Commissioners of the District of Columbia to approve this trip and to authorize the expenditure of an amount not to exceed \$100 for the purpose indicated.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

REPORT OF MISS SCRIVENER ON VISIT TO DETROIT JUNE 2, 1930

MY DEAR DOCTOR BALLOU: From a memorandum under date of May 29, 1930, sent me by your office, I am quoting a paragraph: "Miss Barrows expressed the hope that Miss Scrivener would be able to go to Detroit on Monday, June 2, in order that the results of her visit might be available to the Office of Education in time for them to complete their study and submit a report by June 15." This was why I forwarded the report directly to Miss Barrows, who was in East Greenwich, R. I., before I left Detroit, in order that there might be no delay in completing the survey. It was mailed to her June 4.

I arrived in Detroit Monday morning, June 2, and within a short time was able to reach Doctor Spain's office by telephone. He arranged an interview for me with Miss Phillips, who is the supervisor in charge of the organization and programming of all the platoon schools in Detroit. She advised me to visit three schools which represent different types of platoon buildings.

Tuesday, June 3, a. m., I visited the Longfellow School. This is a building which has been added to and adapted for platoon organization. While it is not new, it has lovely light corridors with built-in lockers for pupils' books and wraps, well-lighted classrooms, and splendidly equipped special activity rooms. The special rooms are those which are commonly found in most all of Detroit's platoon buildings: 2 auditoriums (when first and second grades are platooned), 2 gymnasiums, 2 literature, 1 nature study and science, 1 social science, 1 music, 1 art, 1 library, 1 manual art (no housekeeping or cooking in any grade and no manual training and sewing below the 5-A grade).

Auditoriums are not very large; I think about the size of two classrooms.

Gymnasiums: There is no elaborate equipment used. The play in most cases is free and informal. There are balls of all sizes, ropes, stilts, mats, climbing ropes, ten pins, etc. In the lower grades rhythmic exercises are emphasized. No gymnasium suits are required, but all pupils are expected to wear rubber-soled shoes or to work in stocking feet. The floors are kept in fine condition. There are lockers in the gymnasium for taking care of the shoes.

Library: Small but very attractive. They contain many books which are furnished by the board of education. Each school library, I was told by Mr. Bloom, the principal, is allowed \$250 annually for books and current magazines. The public library lends books during the year. The equipment consists of library tables and chairs.

Nature study and science: This is a most interesting and attractive room with a glassed-in conservatory in which were growing plants of many varieties,

a real bird, and a live squirrel. More attention is given to nature study in grades 1, 2, and 3 than in the upper grades. The science room is used at times for geography, although there is another room provided for this subject. It is furnished with tables, rather long, and chairs of different sizes.

Art rooms: Equipped with tables and chairs of different heights.

Music room: Attractive, as were all the rooms. It contains ordinary class-room furniture.

Playground: I was impressed with the spacious and splendidly surfaced playgrounds in connection with the three buildings visited. The children while at play are safeguarded by high wire fences, which are not at all unsightly. There are at all times, when the weather permits, several classes at play under supervision.

June 3, p. m., I spent at the Brady Building which was planned and built for platoon purposes and represents a certain type used in Detroit. I was interested here in the literature room for the lower grades. The equipment is that of an ordinary classroom. The teacher outlined briefly some of the requirements of this subject: Composition—oral, stories, poems, book appreciation, book reports, use of outlines, etc.

June 4, a. m., was passed at the Roosevelt Building, which is considered the newest and best type of platoon buildings. It is one of a group of three buildings on a 40-acre tract of land and contains in addition to the Roosevelt elementary school, an intermediate school with grades 7, 8, and 9, and a senior high school, all on the platoon organization. It is thus possible for a pupil to enter the prekindergarten grade at 3 years old and complete his education through the high school in this one group of schools. These schools are used for practice teaching.

The Roosevelt School had an enrollment of about 1,940 and had the following number of teachers:

Home room	20	Social science	-----	2
Kindergarten	4	Nature and science	-----	1
Prekindergarten	1	General arts	-----	3
Auditorium, grades 3 to 6	2	Music	-----	2
Auditorium, grades 1 to 2	2	Library	-----	2
Gymnasium	5			
Literature	3	Total	-----	47

The three schools visited were following, practically, the same organization—two definite units of grades 1 and 2 in the first unit and grades 3 through 6 in the second unit. The special activities and program of each building are, with a few exceptions, identical.

The principals of the schools were most kind and extended me every hospitality. Miss Phillips was wonderful, and I appreciate the more the time she so graciously gave me, since it was a very busy season of the year for her. She gave me some helpful suggestions in formulating a program in general. The Detroit schools are operating on a 5½-hour day with a program of five 33-minute periods, which is not so different from that of Park View, which has always had five 30-minute periods.

I thank you and the members of the Board of Education who made it possible for me to visit the Detroit schools and to confer with Miss Rose Phillips. I am sure that the experience will be beneficial to the Park View School.

Very truly yours,

EMILY SCRIVENER.

PRELIMINARY REPORT FROM OFFICE OF EDUCATION, SEPTEMBER 9, 1930

On September 9, 1930, the United States Commissioner of Education handed the superintendent of schools the preliminary report of Miss Alice Barrows, submitted to the commissioner on that date. Miss Barrows indicated that the report was merely a brief preliminary one, written under difficulties and submitted at that time in order to be of assistance to the school authorities in estimating the capacity of the Park View School and in working out a program for that school in time for the opening of schools on September 22.

As indicated by Miss Barrows, the preliminary report deals only with the capacity of the Park View School when completed and a possible platoon school program for the Park View School for September, 1930, based on using that building to its capacity. The other matters that President Carusi asked the Office of Education to consider are to be dealt with in a subsequent and final report. Under the circumstances, the preliminary report from the Office of Education is not included in this report.

NAMES OF NEW SCHOOL BUILDINGS

At the meeting of the Board of Education held May 21, 1930, the Board of Education, on recommendation of its special committee on the naming of school buildings, approved the following names for the schools indicated:

Horace Mann School, Wesley Heights.
 Crosby Noyes School, Tenth and Franklin Streets NE.
 Alexander Shepherd School, Fourteenth and Kalmia Road, NW.
 Benjamin Stoddert School, Burleith and Glover Park.
 Charles Young School, Twenty-fourth and Benning Road NE. (platoon school).
 Hugh M. Brown Junior High School, Twenty-fourth and Benning Road NE.

The committee further recommended, and the board approved the recommendation, that the name of Samuel Gompers be considered for the first new vocational school in divisions 1 to 9, and that the names of Daniel Rapine and Simon Woolf be considered for two other buildings hereafter to be named in divisions 1 to 9. The names of Archibald H. Grimke and Moorfield Storey were selected as names to be considered for two other buildings hereafter to be named in divisions 10 to 13.

REPORT ON CHARACTER EDUCATION

At the meeting of the Board of Education held November 20, 1929, the board passed the following motion:

Believing in character education and desiring to further it in the public schools, the Board of Education requests the superintendent of schools to cause a study to be made of the character-building activities in the public schools and report not later than next April the result in a program which he can recommend to the board for its adoption.

On December 18, 1929, the superintendent advised the board of the appointment of a committee to study the problem of character education, as follows:

Miss Bertie Backus, chairman.

Normal schools: Miss Ethel Summy, principles of education and teaching. Wilson Normal School; Miss Hope Lyons, practice teacher, Miner Normal School.

Senior high schools: Mr. G. D. Houston, principal Armstrong High School; Dr. E. B. Henderson, head of department of physical education, divisions 10 to 13; Mr. Lynn Woodworth, physical training, Business High School; Miss Mildred Dean, Latin, Central High School; Mrs. Helen D. Staples, mathematics, Eastern High School; Mrs. I. T. Perkins, biology, Armstrong High School.

Junior High Schools: Mrs. Agnes I. Kinneur, principal Columbia Junior High School; Mrs. M. H. Plummer, principal Francis Junior High School; Mr. L. T. Walter, general science, Columbia Junior High School; Miss J. Anna Tennyson, mathematics and clerical practice, Langley Junior High School; Miss N. E. Boyd, mathematics, Randall Junior High School.

Elementary schools: Miss Viola Offutt, principal Grant-Weightman Schools; Miss C. P. Dulin, principal Buchanan School; Mr. A. K. Savoy, principal Gar-

rison School; Mrs. Helen Bolton, 2B grade, Park View School; Miss E. Emmons, 6AB grade, Van Buren School; Miss Genevieve L. Burk, kindergarten, Garrison School; Miss Marie C. Graff, kindergarten, Pierce-Webb Schools; Mrs. E. H. Roberts, 3A grade, Slater-Langston Schools; Mrs. R. C. Humphrey, ungraded classes, Morse School.

On February 5, 1930, President Carusi announced the personnel of a committee selected to assist the school officers in the study of character education in the public schools, as follows:

CITIZENS' ADVISORY COMMITTEE ON CHARACTER EDUCATION

Member of committee	Organization represented
Miss Grade Abbott-----	Chief Children's Bureau, Department of Labor.
Mrs. W. T. Bannerman-----	Chairman legislative committee, Congress of Parent-Teachers Associations.
Dr. Dorothy C. Boulding-----	Instructor, medical school, Howard University; president, Southeast Child Welfare Association.
Mrs. George F. Bowerman-----	President Twentieth Century Club.
Mrs. Thomas E. Brown-----	President Young Women's Christian Association.
Mrs. Coralie Franklin Cook-----	Formerly member of the Board of Education; member of the board of directors of the local Social Hygiene Society.
Mr. Milton Fairchild-----	Chairman Character Education Institution, United States Army.
Dr. Thomas Verner Moore-----	Professor of psychology, Catholic University of America.
Mrs. Anna Murray-----	Public School Association.
Dr. David A. Robertson-----	Assistant director American Council on Education.
Mrs. Stanley O. Sears-----	Director demonstration home, Girl Scouts.
Miss Mildred Terrett-----	Executive secretary Juvenile Protective Association.
Dr. William Allen Wilbur-----	Provost George Washington University.
Mr. Herbert S. Wood-----	President Public School Association.
Dr. George B. Woods-----	Dean college of liberal arts, American University.

The members of the citizens' advisory committee met on February 14, 1930, in the board room and organized by electing Dr. William A. Wilbur, provost of George Washington University, as chairman, and Mr. Herbert S. Wood, president of the Public School Association, as secretary. The function of this committee and its importance are clearly stated in the letter of President Carusi to the members of the committee, inviting them to participate. That letter is as follows:

DEAR SIR: Some weeks ago the Board of Education, at the instance and upon the motion of Mrs. Doyle, one of its members, authorized the president of the board to organize the advisory committee upon character education in our public schools.

A similar committee composed of those within the school service was authorized and has been appointed by our superintendent, Doctor Ballou.

It is the purpose of this letter to inquire if you will serve upon the advisory committee, the personnel of which I wish to announce to the board at its first meeting in February.

The superintendent and other school officers will hold themselves in readiness to confer with and assist the committee in any way the committee may desire, and the board room at the Franklin Administration Building is at their disposal as a place of meeting. The secretary of the board, whose office adjoins, will gladly place its facilities at your disposal.

I trust you will accept this invitation. The list to whom it has been addressed has been the subject of careful thought, and it is believed the committee will be an outstanding one.

It is trite to observe that character education, to be carried on cooperatively and as a supplement to home and other constructive influences, must constitute a major objective of any well-planned system of public education. If a program to this end is to become more than a well meant gesture, it must be worked out in practical detail by those whose expert knowledge and experience can be made available to the Board of Education, which is charged with the responsibility.

Respectfully yours,

C. F. CARUSI,
President Board of Education.

The record of the meeting of April 16, 1930, contains the following preliminary report on character education:

Doctor Ballou reported informally on the resolution adopted November 20, 1929, whereby the superintendent of schools was directed to prepare and submit to the board not later than April, 1930, a plan for character education. The statement offered at this time was neither formal nor complete. The superintendent announced that the committee appointed on December 18, 1929, headed by Miss Bertie Backus, had sent to his desk a very valuable report. This will be carefully studied and a formal report will be made at the next meeting. Mrs. Smith inquired whether it is the purpose to introduce the course in character education at the opening of schools next September. The superintendent replied yes, but it will not be introduced in the ordinary sense of that term, as there has always been character teaching in the schools. The committee report sets up certain objectives and outlines ways to accomplish these objectives. When the report shall have been completed, the superintendent stated he will endeavor to supply each member with advance copies prior to the meeting at which the report is to be presented.

On May 7, 1930, the superintendent presented the following report:

I transmit herewith a report from the special committee on character education submitted by its chairman, Miss Bertie Backus, principal of the Powell Junior High School, under date of May 5, 1930.

I recommend that the board approve the recommendations contained in Miss Backus's report, namely:

1. That the committee be given an extension of time in which to complete the program outlined.
2. That further special committees be appointed to make suggested studies.

The communication from Miss Backus, referred to in the above report, is as follows:

MY DEAR DOCTOR BALLOU: As I see it, there are two lines of procedure: First, the adoption of a plan for character education in the schools that will state general principle, suggest materials and methods of procedure, each school free to restate the program in terms of its own organization and needs; secondly, the pulling up to the level of conscious consideration and evaluation the character training materials and situations inherent in our school program, working toward a rounding out of our present program by additions of material and activities wherever they seem to be needed. The committee under my direction has chosen the second procedure.

If the first procedure is desired, I think that the committee will do well to consider the plans for character education that have been formulated after much research with a view to adopting some one of them for use in our schools rather than to make an amateur attempt to set up a plan of our own. Personally, I think that there is much that is pedagogically and psychologically sound in the 5-point plan set up by the Character Education Institution of Washington. It provides for organization, motivation, habit formation, and the presentation of knowledge. It would need to be restated—its English is its worst feature. Mr. Allen's plan of case conference has much to recommend it.

The second procedure contemplates a directed study of every phase of school life with character education as the point of emphasis. It will require the work of many committees; it will need to be extended over a long period of time and contemplates much experimenting and evaluation of procedure, and may not be of very great value when we get it done but will have the merit of having

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been evolved out of our own situation by the people who must put any character education program into effect.

I have attached a list of meetings contemplated for this semester. If you wish, I shall be glad to have the committee embark at once upon the first procedure—recommending the adoption or the modification of some plan already worked out by extended research.

I shall await your decision in the matter before calling any of the proposed meetings.

Sincerely yours,

BERTIE BACKUS,
Chairman Committee on Character Education.

PROPOSED MEETINGS ON CHARACTER EDUCATION FOR THE REST OF THE YEAR

May 13: Senior high-school principals and members of the committee. Subject, "Organization of a character education program in the senior high school."

May 15: Heads of departments. Subject, "The work of your committee and your program for next year."

May 20: Supervising principals. Subject, "Character education program in elementary schools."

May 22: Junior high-school principals and members of the committee. Subject, "Organization of a character education program in the junior high schools."

May 27: General committee meeting to summarize the work of the year.

June 3: Committee on extra curricular activities in the junior high schools.

As chairman of the school committee to formulate a plan for character education in the public schools of the District of Columbia, I present the following proposed plan of work together with a statement of progress made:

I. POINT OF VIEW

The committee has based its work upon the following general principles:

1. The first aim of public-school education should be training in character which will fit boys and girls for citizenship in a democracy.

2. Character is changing, growing, adjusting; no one is endowed with character for all time either by inheritance or by education, but character results from what we think and do.

3. The most effective character training is instruction growing out of situations that arise in the conscious strivings of teachers and pupils toward better adjustments and higher standards of conduct.

4. While we believe that moral instruction should be indirect for the child, we believe also that it should be definitely planned by administrator and teachers. Only conscious and systematic planning on the part of the principal and teachers can keep indirect moral training from becoming chaotic and ineffective.

5. The materials out of which ideals are created are a part of every school curriculum; opportunities for character growth through appropriate activities should be a part of every school program for every child.

II. SCOPE OF WORK

1. The work of the committee deals with the normal child leaving the abnormal child to the field of the expert.

2. Special programs such as health, social hygiene, vocational guidance, etc., have been considered only as a part of the general objectives of character education.

3. The committee has grouped desirable character traits into three groups and is making a study of the school program to discover the emphasis placed upon each group:

A. Traits of personal integrity:

1. Honesty.	4. Sense of honor.	7. Desire for improvement.
2. Truthfulness.	5. Reverence.	
3. Sincerity.	6. Happiness.	

B. Traits that make for personal effectiveness:

1. Courage.	5. Responsibility.	9. Industry.
2. Confidence.	6. Adaptability.	10. Judgment.
3. Self-reliance.	7. Courtesy, tact.	11. Punctuality.
4. Initiative.	8. Good health.	12. Self-control.

C. Traits that show social mindedness:

1. Tolerance.
2. Kindliness.
3. Sympathy.
4. Loyalty.

5. Appreciation.
6. Cooperation.
7. Generosity.
8. Gratitude.

9. Open-mindedness.
10. Sociability.
11. Civic consciousness.

While our survey of present school organization, curricula and method with reference to character education is incomplete, the survey seems to show a decided emphasis upon the development of traits that make for personal effectiveness and a real neglect of traits that make for personal integrity. Traits that show social mindedness are receiving little attention in some schools, more in others.

III. OUTLINE OF WORK

The committee is working on a program for different school levels—kindergarten, elementary school, junior high school, senior high school, normal school—using the following outline:

1. Organization: The committee feels that the general set-up of the school program has a very definite bearing upon character development. It is setting up general principles that should govern the organization of each school be it kindergarten or high-school. The accompanying principles for junior high-school organization are illustrative of the work of the committee.

Junior high school

Organization: It is hoped that the principal will give special attention to making the school background favorable for moral instruction.

Suggestions for character training opportunities.

(1) The home room be made the basis of group life and group participation in the work of the school.

(2) Special care be given to homogeneous grouping of pupils—social and chronological age be considered as factors as well as intelligence quotient and achievement quotient.

(3) In so far as possible, the leadership of the home room be in the hands of pupils, with the organization of president, vice president, secretary, and committees or leaders to carry on the work of the room, with the teacher as counselor, committees to be changed frequently.

(4) Care must be exercised that sections do not get a superiority or inferiority complex. Success in intramural athletic contests, attendance and punctuality records, participation in school affairs, can be made to offset superior scholarship achievement. Designations of sections should be changed every semester; that is, 7A1, 7A2, 7A3, 7A4 designate slow to accelerated one semester, 7A1, 7A2, 7A3, 7A4 designate accelerated to slow another semester, etc., so that no section becomes known, either in school or in the community, as bright or slow. Success in carrying school load successfully rather than high individual rating should be emphasized.

(5) Principal and teachers should decide upon general traits of character to be stressed for each semester, but each home room should decide upon a program suited to its needs.

(6) The home-room work of the teacher should be considered a part of her daily schedule and should be counted in reckoning the teaching load.

(7) Opening exercises should be treated not as mere routine but as an opportunity for character development.

(8) Special chapel periods participated in by the whole school in which the atmosphere is one of reverence and the program one of spiritual uplift should be arranged once a week.

(9) A definite home-room period should be provided for each section for character-guidance work.

(10) Each junior high school should have some form of student council through which the work of the school may be carried on.

(11) Each home-room teacher should teach her own pupils in her subject.

(12) Report cards should be reconsidered in the light of character education.

Recommended:

(1) That each principal study his organization in the light of the general principles set up by the committee.

(2) That each school analyze its routine procedure to provide for the greatest possible character development in the natural situations of the school.

- (3) That each school study the list of traits suggested by the committee in the light of their own needs.
- (4) That the objective for each subject set up by a special committee on character training be made the subject of departmental study.
- (5) That all school clubs and activities be checked by the objectives set up by the committee studying extra curricula activities.
- (6) That each school cooperate with the committees studying discipline and rewards.
- (7) That each school study its character-education program for a year and make a report to the character-education committee at the close of the year.

2. **Routine:** The committee has analyzed the routine situations for each school level to discover the opportunities afforded for character development.

Routine as training in character: A general statement

An analysis of the routine situations of the school's program shows that there is ample opportunity for all pupils to practice the traits of character that make for personal effectiveness—punctuality, self-control, judgment, industry, courtesy, responsibility, reliability, cleanliness, orderliness, respect for property, etc. We must not assume, however, that character traits of personal effectiveness are inherent in school routine, or that school routine of itself teaches courtesy, self-control, dependability, and all the other desirable traits. School routine offers opportunities for practice. The knowledge of what is desired; the will to acquire the right habit must be provided for elsewhere in the day's program. If desirable character traits develop from our routine, we must give the same attention to making learning possible that we would give for a lesson in arithmetic or geography; there must be freedom of choice, intelligent supervision, and group approval of right conduct.

A study of the methods suggested by teachers analyzing routine situations emphasizes the necessity for having a definite time in the day's program for each group to discuss its own problems, set up its own standards, and evaluate its own conduct. The elementary teacher who handles the same group of children all day can pause as the need arises for a few moments' discussion of a problem in character training, but even here there is need for a definite time for considering conduct problems in an organized way. In the junior and senior high schools a definite period in the school program is a necessity.

3. **Curricula.** The committee is asking for the appointment of a supplementary committee from each department to work with the head of the department in stating the definite character training objectives of each subject, together with suggestions as to method. The committee recommends that this be made the subject of study for a year's program of departmental meetings.

4. **Extra curricular activities.** A committee for each major extra curricular activity is now at work evaluating the work of each activity and setting up general principles by which to judge the worthwhileness of the activity.

5. **Discipline.** The committee feels that a comprehensive study of discipline, the most frequent offenses, causes, punishments, etc., will be of great value in determining a character education program. It recommends that such a special committee be appointed next fall.

6. The committee asks for a similar study of school rewards.

7. Each committee, i. e., kindergarten, elementary schools, junior high school, senior high school, will make recommendations for special arrangements necessary for an effective program—time, place, material, etc. The committee feels, however, that principals of senior and junior high schools should be consulted as to this program.

IV. GENERAL RECOMMENDATIONS

1. That the committee be given an extension of time in which to complete the program outlined.
2. That further special committees be appointed to make suggested studies.
3. That a tentative report or suggested program be placed in the hands of principals and teachers next fall.
4. That each school be asked to study its character-training program for a year in the light of the suggestions made and make a report.
5. That a general committee on character education continue the work of research and suggestion throughout the year and receive the reports from schools at the end of a year from which to revise its program.

6. That the board of examiners give special attention to the qualifications of candidates for teaching positions with respect to a character-education program.
 7. That the citizens' advisory committee be respectfully asked to continue its services.

Respectfully submitted.

Bertie Backus (chairman), Miss Ethel Summy, Miss Hope Lyons, Dr. H. A. Smith, Mr. G. D. Houston, Dr. E. B. Henderson, Mr. Lynn Woodworth, Miss Mildred Dean, Mrs. Helen D. Staples, Mrs. I. T. Perkins, Mrs. A. I. Kinnear, Mrs. M. H. Plummer, Mr. L. T. Walter, Miss J. Anna Tennyson, Miss N. E. Boyd, Miss Viola Offutt, Miss C. P. Dulin, Mr. A. K. Savoy, Mrs. Helen Bolton, Miss Marie Graff, Miss E. Emmons, Mrs. R. C. Humphrey, Miss Genevieve L. Burk, Mrs. E. H. Roberts.

At the meeting of May 28, 1930, the Board of Education received a report from the citizens' advisory committee on character education through its secretary, Mr. Herbert S. Wood, informing the board that this advisory committee had studied the tentative draft of Miss Backus's report, and specifically approved the six general recommendations contained therein, which Mr. Wood enumerated. The superintendent pointed out that Miss Backus's report is not complete and one of the six recommendations was that the committee be continued. Mr. Gilligan inquired into the entire scope of the report prepared under the chairmanship of Miss Backus, and stated he would like to see a copy of said report. It was voted to supply each member with the full text of the Backus report so far as it had proceeded.

VISUAL INSTRUCTION

Board record of June 4, 1930:

Acting on instructions of the board on May 7, 1930, to prepare a statement showing the present status of visual instruction in the schools and the future plans for the work, desired by the District of Columbia Public School Association, the superintendent of schools at this session presented an elaborate and illuminating report. In this task he was assisted by Mr. Haycock and Mr. Wilkinson in general charge, and by Miss J. E. Dyer and Mrs. R. J. Gray, who supplied data for divisions 1 to 9 and 10 to 13, respectively. Doctor Ballou recommended that a copy of the report be sent to the District of Columbia Public School Association, and this course the board pursued.

For purposes of record, Miss Dyer and Mrs. Gray were asked to consolidate their individual reports in a single report, in order that they would not duplicate one another and in order that the information contained in them might be carried in the annual report of the superintendent.

REPORT OF MISS DYER AND MRS. GRAY

SIR: The following report concerning visual instruction is submitted jointly as you have requested:

The activities in the field of visual instruction have related to the use of various visual aids as supplementary means of improving instruction. The first activity in the program of the special teachers assigned was teaching with motion pictures. Later, when it was possible to develop a library of glass slides, the encouragement and facilitation of the use of that type of picture became a large feature of the work of the visual-instruction departments.

Visual instruction through the school excursion has long been included in the program of the classroom teacher. The physical difficulties attendant thereon have, however, hampered progress commensurate with the importance of such excellent means of instruction. Other aids long employed are the illustration, the model, the specimen, the map, the chart, as well as the blackboard.

Certain centers have been used for lessons with motion pictures for classes of elementary and junior high schools. Originally these were in neighborhood

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theaters only, where operator and other running expenses were offered as a public service. Later certain other centers became available as listed below. Operation arrangements for the lessons there have been made in various ways. During the past year operator service in the theaters has been reimbursed from funds raised largely by benefits.

Theaters used weekly: Divisions 1 to 9—Joy,¹ York,¹ Avenue Grand,¹ Apollo,¹ Ambassador,¹ Central,¹ Savoy,¹ Home,¹ Colony,¹ New. Divisions 10 to 13—Lincoln,¹ Rosalia,¹ Jewell, Florida, Broadway, Dunbar,¹ Blue Mouse, Foraker, Favorite.¹

Other centers: E. V. Brown School, Sherwood Hall, Interior Department auditorium, Stuart Junior High auditorium, Langley Junior High auditorium, Paul Junior High auditorium,² Dunbar High auditorium,² Armstrong High auditorium,² Mott, Miner Normal,² Garnet-Patterson Junior High, Francis Junior High.

Classes, all of one grade, from schools within reasonable walking distance have attended these lessons periodically with their teachers, a given pupil approximately once in four weeks. Some classes at a greater distance have elected to come by car or bus, their attendance being always optional.

The excellent conditions for projection which obtain in the neighborhood theaters have insured a minimum of eyestrain and clearness of impression which enhances learning. In our auditoriums, however, with few exceptions, conditions are so far inferior as to be a distinct menace to the conservation of the eyesight of pupils and a handicap to learning. To avoid such conditions it is necessary to provide entirely adequate darkening facilities and better projection apparatus than that provided in elementary and junior high schools to date.

Another difficulty encountered is the poor acoustical conditions of our auditoriums. This interferes with discussion participated in by pupils which forms an important part of a film lesson.

In schools where the auditorium is equipped with movable seats it is the plan to fasten them in groups of three to conform with District of Columbia building regulations regarding the use of 35-millimeter film. This work has been completed in Langdon, Burroughs, Paul, and Burryville Schools.

The subjects of the film lessons given have been those which correlate with the courses of study, the aim being to supplement the classroom teaching with the use of the motion picture when that medium can vitalize instruction and quicken the learning process. Material selected has been illustrative of study in social sciences, physical education, and general science. Some selections not directly correlated with topics of courses of study have been made as acquainting pupils with the world's work. Sometimes the motion picture is superior to the school excursion in gaining experiences which help pupils to learn to value the things done for them.

The procuring of material for these lessons has been dependent upon ability to locate what is needed and obtain it when needed. With the restriction of being able to use only such films as can be procured without cost, the problem has been doubly difficult. No funds have been available for rental or purchase of motion-picture films. Much that is obtainable must be adapted to this use, since it was produced for some purpose other than school instruction.

The gift of the Yale Chronicles of America Photoplays to the Board of Education has made the use of that excellent material possible. It is highly desirable that other films produced primarily for instruction be available. It should not be necessary to depend in such great measure on free films when others are better teaching tools.

Classroom films of 16 millimeters width produced under the auspices of educators have been subjected to scientific experimentation in a number of cities and reported on favorably by leaders in educational thought. Such 16-millimeter films are being developed in several quarters. Some films produced for 35-millimeter projectors are printed on 16-millimeter stock also. This material used in portable 16-millimeter projectors (approved by local regulations) is intended for classroom rather than auditorium use and is being favored in some cities as solving physical difficulties of the use of 35-millimeter films and as supplying a valuable teaching tool more economically.

In order that motion-picture lessons may be conducted within the school buildings, the purchase of motion-picture equipment for certain schools is the policy, some to be for the use of 16-millimeter classroom films. Projectors for

¹ During six years or more. ² Use occasional.

16-millimeter films have been supplied for Columbia, Hine, Jefferson, and Macfarland Junior High Schools. A conservative purchase of films for use therewith is contemplated. An item submitted for consideration in the Budget for 1932 calls for 21 such projectors and screens and 50 of the 16-millimeter films. Purchase of projectors for 35-millimeter films for 11 elementary schools has been under consideration; in divisions 1 to 9, the Adams, Burroughs, Brightwood, Murch, W. B. Powell, Raymond; in divisions 10 to 13, the Anthony Bowen, Burrville, Morgan, J. F. Cook.

Another type of visual aid is the still picture on a glass slide. A steady growth of the use of this aid has resulted from the development of a central library of slides now numbering 20,000. This is used by both parts of the system. The needs in the various levels of the system are studied by the teachers assigned to visual instruction, and every effort made to acquire and produce worthwhile material illustrative of the subjects of the courses of study. The equipment of schools with apparatus for projecting slides was supported by parent-teacher organizations for some years. It is now included as standard equipment and has been supplied in schools finished since July 1, 1928. Equipment to date is:

Divisions 1 to 9, projectors for slides, 112; projectors for opaque pictures or combination for slides and opaque pictures, 33. Divisions 10 to 13, projectors for slides, 37; projectors for opaque pictures or combination for slides and opaque pictures, 11.

Thirty stereopticons for schools not already supplied are also included in the budget for 1932.

Many demonstration lessons have been given by the special teachers both in the use of the slide as a teaching device and in manipulating projectors. It is essential that good methodology be practiced in teaching with visual aids. Cooperative experimentation and study by special and regular teachers has been the policy followed.

A librarian appointed September 1, 1929, handles the distribution of slides requested by teachers in the field. With the growing interest of teachers in the use of visual aids and the consequent larger demand for slides, the work incident to filling requests is more than can be covered by the librarian alone.

A delivery service for materials from the visual instruction library was inaugurated April 15, 1930. This promises to promote an even wider use of the material, thus further increasing the librarian load.

Respectfully submitted.

J. ELIZABETH DYER,

In Charge Visual Instruction, Divisions 1 to 9.

REBECCA J. GRAY,

In Charge Visual Instruction, Divisions 10 to 13.

VOCATIONAL EDUCATION

Throughout the school year 1929-30 the Board of Education gave consideration from time to time to the subject of vocational education. The development of this subject during the year will be indicated by a chronological account of the action taken by the board throughout the year.

Board meeting, December 4, 1929.—At the meeting of the board on the above date Mr. John B. Colpoys, editor of the Trade Unionist, of Washington, D. C., affiliated with the American Federation of Labor, addressed the board for a half hour or more on the subject of proper vocational education for the District of Columbia. Mr. Colpoys's statement covered the courses offered, buildings, equipment, salary of teachers and officers in trade schools, and the method of enrollment of pupils in trade schools. Mr. Colpoys found much to criticize in the present vocational schools.

At the close of Mr. Colpoys's statement President Carusi indicated that in his judgment the matter was of sufficient importance to justify careful consideration from the members, acting as a committee of the whole, and it was agreed that the board members would meet as a

committee of the whole in open session on December 11, 1929, at the usual hour.

Special meeting, committee of the whole, December 11, 1929.—The board members met as a committee of the whole on the aforementioned date to consider the brief filed by Mr. Colpoys at the meeting of December 4, 1929.

The superintendent described the general place of vocational education in the public-school system of the District of Columbia at the present time, and Mr. Kramer presented a typed statement, which had been prepared at the superintendent's request, covering in some detail the program of vocational education now carried on in the public schools.

Board meeting, December 18, 1929.—One of the important recommendations made by Mr. Colpoys was that an advisory committee on vocational education be appointed. This recommendation was formally adopted by the committee of the whole on December 11, 1929, and accordingly, at the board meeting of December 18, 1929, the following advisory committee on vocational education was appointed by President Carusi:

ADVISORY COMMITTEE ON VOCATIONAL TRAINING

Members of committee	Organization represented
John B. Colpoys, Frank J. Coleman	Central Labor Union and organized labor in the District.
E. C. Graham, Charles H. LeFevre	Washington Board of Trade.
Gen. Anton Stephan	Merchants and Manufacturers Association.
Rufus S. Lusk	Operative Builders' Association.
J. G. Yaden	Federation of Citizens' Associations.
Mrs. Giles Scott Rafter	District of Columbia Congress of Parent-Teachers.
Mrs. Fred T. Dubois	Public School Association.
A. S. Pinkett	National Association, Advancement of Colored People.
A. I. Cassell, architect, Howard University faculty	Building trades.
Capt. John E. Smith	Printing trade.
J. A. G. LuValle	Federation of Civic Associations.

In announcing the appointment of the advisory committee, President Carusi made the following statement:

We have all been impressed with the unusual importance of this question because it far transcends the question merely of trade schools. It involves an objective of the whole system of public-school instruction and therefore I bore that in mind in exercising the authority the board gave me to appoint a committee. This matter was brought up by the Washington Central Labor Union, which represents the great force of labor among thousands of people here in the Districts, and parents of children. Therefore I ask that two persons be appointed by the Washington Central Labor Union while in other cases I asked that only one be appointed. The first nine that I have mentioned represent organizations of white people. Of course the colored people of this District are vitally interested in this matter and I have exercised a good deal of care in trying to get available members. Among the colored people we do not find quite as many organizations as we do among the white people so that we can not exactly parallel the organizations. The members, for instance, in that group are represented by A. S. Pinkett, National Association for the Advancement of Colored People; A. I. Cassell, who is an architect and a member of the Howard University faculty, and therefore is in a position to know the demand for the technically trained youths in that respect. If the action of your chairman in appointing this committee is satisfactory, I would be very glad to have the board so state.

Board meeting, January 29, 1930.—The following is taken from the minutes of the meeting of the above date:

The secretary informed the board that the communication from Mr. John B. Colpoys, in his capacity as chairman of the committee on vocational training, offered to submit a preliminary report, and that Mr. Colpoys would appreciate the courtesy of presenting the report at the opening of the board session. The request was granted.

Mr. Colpoys stated that several meetings had been held by the committee, in which the fullest unanimity had prevailed. The members of the committee realize the need of the changes which are sought. The outcome of the most recent meeting of the committee was the preparation of the preliminary report which he offered.

"Your advisory committee on vocational education respectfully submits the following recommendations:

"1. That the Columbia Junior High School building be made available as soon as possible in the immediate future for the vocational school now housed in the Abbot School building.

"2. That the Board of Education request the Federal Board for Vocational Education for the services of one of its trained investigators to make a survey of the needs of the District of Columbia on vocational education.

"3. That the Board of Education be requested to prepare for submission to Congress an amendment to the Smith-Hughes Act on vocational education, bringing the District of Columbia within the scope of that act."

Relative to item No. 1 above, Mr. Colpoys stated that while the several vocational schools in Washington had been visited by all the members of the committee, the Abbot School is in the worst condition. A report was made on this building and the committee informed that it is impossible to heat it to a temperature over 60 degrees. It is not fit for a school building.

On this subject explanation was made by Doctor Ballou for Mr. Colpoys's information and of the board that classes are vacating that building just as rapidly as accommodations can be made at the Columbia Junior High School and the Polk School. After February 1 only three classes will remain at the Abbot.

With respect to item No. 2, with its request that the board solicit the services of a trained investigator from the Federal Board for Vocational Education to make a survey of the vocational educational needs of the District of Columbia, Mr. Colpoys offered also a statement on the aims for vocational training in the public schools of the District of Columbia. This was prepared by a member of the committee, Mr. Charles H. LeFevre, representing the Washington Chamber of Commerce. While at first apprehensive whether Mr. LeFevre's views would accord with those held by local organized labor, Mr. Colpoys found that the policies outlined were highly gratifying. Mr. LeFevre's schedule of procedure was not adopted by the committee, Mr. Colpoys explained, because it may not fully coincide with the findings in the survey desired.

It was agreed by the board to make the request of the Federal Board for Vocational Education for the survey recommended and have any report thereon be placed with the advisory committee so that when its final report comes to the board it will have incorporated in such report whatever information and suggestions are made by the expert from the Federal Board for Vocational Education. Assurances were given Mr. Colpoys by President Carusi that the other two items in his preliminary report, (1) Abbot School abandonment, and (2) steps to have the local schools included in the benefits of the Smith-Hughes Act would receive consideration by the Board of Education. Copies of the Smith-Hughes Act would be studied with a view to amendments as proposed. The report was accepted. President Carusi expressed thanks to Mr. Colpoys and his committee.

Board meeting, February 5, 1930.—The following is taken from the board meeting of the above date:

President Carusi made reference to item 3 of Mr. Colpoys's preliminary report of the committee on vocational training, whether the District of Columbia may, by an amendment to the Smith-Hughes Act, approved February 23, 1917, be included as a beneficiary along with the States. Copies of the act and an amendment thereto had been supplied to the members. It was voted to refer the item and the statutes to the legislation committee for study and report.

Board meeting, February 19, 1930.—The following is taken from the record of the meeting of the above date:

The Hon. James J. Davis, Secretary of Labor, in his capacity as chairman of the Federal Board for Vocational Education, informed the Board of Education that a trained Federal investigator has been detailed to make a survey of the needs of the District of Columbia on vocational education. A further letter from the Secretary of Labor commented on the understanding that expenses for travel or for publication will not arise to be met in this acceptance of the request for assistance. Any forthcoming report, moreover, will be transmitted to the chairman of the board's advisory committee.

Board meeting, June 4, 1930.—The following is taken from the minutes of the board meeting of the above date:

Mr. John B. Colpoys, chairman of the advisory committee on vocational education, presented in person a typed report with recommendations as to the outcome of the committee's labors on the trade school needs of the District of Columbia. Mr. Colpoys also addressed the board in commenting on the report. The board directed that a copy of the report signed by all available of the 13 members of the committee, together with the 12 recommendations offered, be supplied to each member of the board.

REPORT OF ADVISORY COMMITTEE ON VOCATIONAL EDUCATION

To the Board of Education of the District of Columbia:

After considering the statement recently prepared by the Federal Board for Vocational Education regarding vocational education in the District of Columbia, your committee has approved the conclusions and recommendations therein set forth as constructive suggestions worthy of being followed in developing and improving the system of vocational education now in use in the District, provided the two set-ups of trade courses found on page 36 of the statement are merged into a single set-up for both divisions of vocational schools.

Prior to your committee's requesting trained investigators of said Federal board to make a survey of the needs of the District of Columbia in matters relating to a system for vocational education in the District, it held several meetings, considered the system for such education already developed in the District, compared therewith what is being done by way of vocational education in cities other than Washington, and agreed upon 12 points as desirable objects to be obtained in improving the system now in use in the District.

Your committee submits to you herewith along with said statement prepared by the Federal Board for Vocational Education its statement of said 12 points or objectives.

Your committee, realizing that it takes time to build up a program that aptly fits the needs of the District, recommends that you arrange first for the best possible administration and supervision of vocational education in the District of Columbia by placing it in charge of a qualified man, who shall devote all his time to the vocational program and its operation and work immediately under the superintendent of schools, but with the assistance of an advisory committee and trade cooperative committees as recommended in the report of the Federal board. Proper buildings and equipment are secondary to having a person capable of putting into execution the right ideas and responsible for the successful use of available buildings and equipment. Before the existing situation with regard to vocational education in the schools of the District can be materially improved, your committee believes it is essential that a properly qualified person be selected to fill the position of director of vocational education and to head up the entire program of such education, white and colored, operating not only in the daytime, but in the evening as well, and so recommends.

Respectfully submitted.

JOHN B. COLPOYS, *Chairman*,
ANTON STEPHAN,
RUFUS S. LUSK,
CHARLES H. LEFEVRE,
FRANK J. COLEMAN,
MRS. FRED T. DUBOIS,
ALBERT I. CASSELL,
A. S. PINKETT,
J. A. G. LUVALLE,
Committee.

SUGGESTED RECOMMENDATIONS TO THE BOARD OF EDUCATION

- I. That the trade schools for girls now in use in the District be retained for the present and be improved to meet existing demands.
- II. That the buildings now housing trade schools for boys in the District be replaced by modern structures suitably equipped for trade courses of training, each provided with an assembly hall, gymnasium, library, locker room, shower baths, and grounds for athletic and recreational purposes.
- III. That grounds for each trade school offer a 2-year course of training, such as is required of apprentices, in all trades with respect to which there is a demand for artisans in the District and its environs, and for which not less than six pupils make application, and give to each pupil of good character completing such course a certificate of graduation.
- IV. That entrance requirements to a trade school shall include a satisfactory completion of the regular eighth-grade work.
- V. That one-half of the time spent in a trade school be devoted to trade work, or vocational training, under instructors selected from the trades with respect to which they are to give instruction, and that such instructors, or skilled artisan teachers, be required to have a working knowledge of the art and science of teaching.
- VI. That the remaining one-half of time spent in a trade school be divided between academic training related to or of service in the trades taught and extracurriculum activities, such as music, public speaking, theatricals, athletics, etc., and that all teachers of academic subjects meet the requirements of junior high-school teachers.
- VII. That each trade school, in addition to a two years' course in trade training, shall provide for those who finish the regular curriculum or are artisans, a continuation school where graduates or persons in the trades may receive special training to fit themselves for promotions in their respective trades, and that such continuation school give instruction at night or outside of regular employment hours.
- VIII. That each trade school shall have a placement officer or department to canvass at least annually the trades of the community for the purpose of acquiring data as to the number of workmen each trade can profitably assimilate or use, to find positions of employment for graduates, and to give helpful suggestions to graduates after employment as well as to pupils upon entering school.
- IX. That only vocational or mechanical training for pupils above the eighth grade be transferred from other schools to the trade schools, and that engineering and commercial courses be not included in the courses to be transferred to trade schools.
- X. That materials and supplies required in operating trade schools, as well as text books, be furnished free to pupils.
- XI. That the Board of Education cooperate with employers and labor representatives in formulating courses of study for each trade, selecting vocational teachers, determining the number of pupils to be admitted annually into the various trade courses, and selecting the equipment for training in each trade.
- XII. That special training schools be provided for backward or mentally deficient pupils, who shall be denied admission into the trade schools.

INSTITUTIONS AUTHORIZED TO CONFER DEGREES

By an act of Congress passed March 2, 1929, no institution incorporated in the District of Columbia may confer degrees within the District of Columbia or elsewhere, and no institution incorporated elsewhere but located in the District of Columbia may confer degrees, without having first secured a license so to do from the Board of Education of the District of Columbia.

In accordance with this act, the Board of Education has authorized the following institutions, located in the District of Columbia or elsewhere, to confer the degrees indicated:

REPORT OF THE BOARD OF EDUCATION

Institution	Where located	Degrees authorized	Date of authorization
Benjamin Franklin University.	Transportation Building, Washington, D. C.	Bachelor of commercial science. Master of commercial science. Doctor of philosophy.	June 1, 1929 Do.
Robert Brookings Graduate School of Economics and Government. Columbus University.	26 Jackson Place, Washington, D. C. 1314 Massachusetts Avenue, Washington, D. C.	Bachelor of laws. Bachelor of commercial science. Master of laws. Master of patent laws. Bachelor of arts.	June 20, 1929 June 1, 1929 June 12, 1929 Nov. 6, 1929 Jan. 8, 1930
Polytechnic Institute of Porto Rico. Southeastern University (formerly the Young Men's Christian Association College of the District of Columbia.)	156 Fifth Avenue, New York, N. Y. 1736 G Street NW, Washington, D. C.	Bachelor of laws. Bachelor of commercial science. Master of commercial science. Doctor of laws (honorary). Master of laws. Bachelor of commercial science. Master of commercial science.	Jan. 29, 1930 Do. Do. Do. Do. Do. Do.
Strayer College of Accountancy.	719 Thirteenth Street, Washington, D. C.	Bachelor of arts.	June 18, 1930 Do.
Von Unschuld University of Music. Washington College of Law.	1638-1650 Columbia Road, Washington, D. C. 2000 G Street NW, Washington, D. C.	Bachelor of music. Master of music. Bachelor of laws. Master of laws. Master of patent laws. Doctor of laws (honorary). Bachelor of music in theory. Bachelor of music in voice. Bachelor of fine arts (in music).	July 1, 1929 Do. June 5, 1929 Do. Do. Do. Do. Do.
Washington College of Music (Inc.).	714 Seventeenth Street, Washington, D. C.	Bachelor of arts.	June 20, 1929 Do. Do.
Washington Missionary College.	Takoma Park, D. C.	Bachelor of arts in theology. Bachelor of science in nursing.	May 28, 1930 Do. July 1, 1929

In addition to the foregoing 10 institutions which have been licensed under the provisions of the act, 9 other applications for authority to confer degrees were received. The data offered by these 9 institutions were carefully and sympathetically studied by the board and its committee with the result that 6 applications were disapproval, 1 was withdrawn, and 2 are pending. Despite the fact that any institution that has been denied a license, upon application has the privilege of an appeal, no appeal has been made from any decision of the Board of Education. Due notice is required to be sent to the recorder of deeds for formal record of all licenses issued or revoked.

TEACHERS' INSTITUTE

Teachers' institutes are of two kinds—general and special. The program of the general institute is designed to be of interest to all teachers and officers. The special-institute program is for a particular group of teachers and officers.

The following is the program of general and special institute lectures for the school year 1929-30:

Date	Subject	Speaker
1929 Nov. 25	General lectures Cooperation in school administration.	Dr. Frank W. Ballou, superintendent of schools Washington, D. C.
1930 Jan. 2	The fixed factors of the problem.	Dr. Ernest C. Hartwell, superintendent of schools, Buffalo, N. Y.
Feb. 13	The creative spirit and the teacher.	Dr. Rollo Walter Brown, author and lecturer, Cambridge, Mass.
Mar. 6	The summer institute of euthenics at Vassar College.	Miss Harriet Sawyer, Vassar College.
Apr. 10	Red letter lessons.	Dr. W. C. Bagley, Teachers College, Columbia University
May 8	The supreme obligation.	Dr. Paul C. Stetson, superintendent of schools, Dayton, Ohio.
June 5	North of the ear.	Mr. Strickland Ollilan.
1930 Jan. 11	Special lectures Reading Latin as Latin; some difficulties and some devices.	Dr. W. L. Carr, University of Michigan.
Feb. 26	The matter of method in history.	Dr. A. C. Krey, University of Minnesota.
Mar. 20	The teaching of modern languages.	Dr. A. G. Bovee, University of Chicago.
	Testing programs as teaching devices.	Mr. John C. Stone, State Teachers' College, Montclair, N. J.

LITIGATION BY TEACHERS ON LONGEVITY PLACEMENT

Following the passage of the teachers' salary act on June 4, 1924, the school officials and the Board of Education proceeded to put the law into effect as of July 1, 1924. The law contained sections indicating the manner in which the school authorities should transfer teachers from their former salary classification into the new salary schedule. In addition to this transfer the law also provided for salary placement based on previous years of teaching experience. In the consideration of these two administrative procedures and the legislative provision relating to each, legal questions arose as to the amount of longevity pay certain teachers should receive. Differences of opinion that arose resulted in a suit filed by a group of teachers. The superintendent requested Secretary Harry O. Hine, of the Board of Education, to prepare a brief statement of that litigation. Mr. Hine's statement follows:

The validity of a claim raised by a group of teachers for a correction of their alleged erroneous salary placement, with a consequent reimbursement was the subject of interesting litigation that extended from September, 1928, to March, 1930. In this recourse Marion A. Newman, and others as plaintiffs, on September 30, 1927, filed suits in the municipal court of the District of Columbia against the District of Columbia, as defendant, to recover balances due plaintiffs as teachers in the public schools of the District of Columbia. The cases are identified in the Court of Appeals in April term of 1928 as No. 4803, No. 4804, No. 4805, No. 4806, and No. 4807.

The suit filed by Miss Newman, which was typical of all, was for reimbursement in the sum of \$872, of which \$800 was principal claim and \$72 was accrued interest. The claim of the plaintiff's counsel, Mr. Paul E. Lesh, was based on a construction placed on the teachers' salary act approved June 4, 1929, in conjunction with such provisions of the organic act of June 20, 1906, as remained in force. The corporation counsel for the District of Columbia, Mr. W. W. Bride, and his assistant, Mr. F. H. Stephens, were attorneys for the Board of Education.

Specifically the plaintiff alleged that the Board of Education had not fully complied with the requirements of the act of 1924 as set forth and directed by Article IV, section 4, paragraphs (c) and (d), and by the provisions of section 6, paragraph (q) of said act. A correction of the salary status to what the

plaintiff was entitled by a correct reasoning in the matter of longevity allowance, was sought. The cases were tried in the municipal court and the Hon. James A. Cobb rendered a decision on June 16, 1928, in favor of the several plaintiffs with holding entry of judgment, however, pending such time until the corporation counsel of the District of Columbia, who defended the suit, could make application for a writ of error.

The cases were taken to the Court of Appeals of the District of Columbia on writs of error. In that court the cases were argued and reargued with the result that the judgments were reversed with costs, on February 25, 1929. A motion for rehearing was denied, but a motion to stay mandate pending application for certiorari was granted. On March 12, 1930, an order of the Supreme Court of the United States denied the petition for a writ of certiorari.

There were upward of 400 teachers interested in this litigation. The total amount in which the District of Columbia would have been obligated, had final judgment been found, was approximately \$600,000.

CHAPTER 2. CHANGES AMONG SCHOOL OFFICIALS

This chapter of the annual report records the changes among school officials due to deaths, retirements, resignations, and reorganization or expansion of the school system.

Deaths were as follows: Mr. John A. Chamberlain, Mr. Henry F. Lowe, and Miss Isabelle Kinner.

Retirements were as follows: Miss M. E. Bond, Miss M. L. Washington, Miss M. E. Wilson, Miss K. C. Lewis, Miss E. F. G. Merritt, Miss B. L. Pattison, and Miss E. J. Dalton.

The following appointments were made to fill vacancies: Miss A. M. Crook, Miss M. R. Pepper, Miss Viola Offutt, Miss Elizabeth O'Hara, Miss L. G. Arnold, Miss M. T. Latimore, Mr. S. D. Matthews, Miss A. V. Smith, Mrs. M. R. Merritt, Mrs. M. S. Conway, Mrs. F. H. Rogers, Mrs. R. R. Wilken, Mr. E. D. Reed, Mr. A. K. Savoy, Miss Mineola Kirkland, and Miss M. L. Strong.

The following appointments were made due to reorganization: Miss M. K. Steinle, Mrs. R. S. Netherland, Miss V. E. Chase, Mr. A. O. Stafford, Mr. W. B. Jones, and Miss E. E. Green.

The following appointments were made to fill newly created positions: Mr. L. J. Cantrell and Miss A. M. Sisson.

The following appointments were made in the teachers colleges: Dr. M. Margaret Stroh, Mr. F. Atherton Riedel, Mr. Paul E. Lutz, Mr. Eugene A. Clark, Dr. Otelia Cromwell, Dr. Thomas I. Brown, Dr. Jane E. McAllister, and Mr. J. Arthur Turner.

Transfers were as follows: Miss Viola Offutt, Miss M. E. Shorter, Mr. J. C. Payne, Miss E. A. Chase, Mr. J. P. Gillem, Miss M. F. Gore, Miss M. B. Pearson, and Mr. L. L. Perry.

Modifications of assignments were as follows: Miss M. A. Dilger, Miss M. B. Pearson, Miss V. E. Chase, Miss M. R. Pepper, Miss M. T. Latimore, and Miss L. G. Arnold.

Reductions were as follows: Mrs. R. R. Wilken and Mrs. E. L. Haynes.

The following leaves of absence were granted: Mrs. R. N. Hampton and Miss F. L. Bentley.

Reinstatements were as follows: Miss E. C. Harris, Miss F. L. Bentley, and Mrs. R. N. Hampton.

DEATHS

MR. JOHN A. CHAMBERLAIN

At the meeting of the Board of Education held June 18, 1930, the superintendent presented the following statement prepared by Assistant Superintendent Haycock on the death of Mr. John A. Chamberlain, which occurred June 10, 1930:

It becomes the sad duty of the superintendent to report to the Board of Education the death of Mr. John A. Chamberlain, supervisor in charge of manual training in senior, junior high, and elementary schools. The passing of Mr. Chamberlain came after a brief illness and was due to heart failure. He died at his home, 1502 Emerson Street NW., on Tuesday morning, June 10, 1930, at 9:05 o'clock. The funeral, which was held at his home, was attended by a large number of sorrowing associates in the school service and friends of the family. The interment took place on the following day at Petersham, near Worcester, Mass. On the day of the funeral the McKinley High School was closed until 1 o'clock and the vocational schools of divisions 1 to 9 were closed all day. Manual-training teachers of the elementary schools were excused from their duties that morning to attend the funeral and as a mark of respect flags on the Franklin School, vocational schools, and the McKinley High School were placed at halfstaff on the day of the funeral.

A man of sterling worth and fine ideals he was esteemed and honored by all who knew him, and especially by the school officers closely associated with him. His definite, clear-cut educational principles were understood and appreciated by all who felt the influence of his leadership in the schools. He was held in high esteem by the many teachers of manual-training subjects in every unit of the school system that came under his supervision. His aims in education and his plans whereby he sought to accomplish those aims were carried out consistently because of his sincere belief in their educational value. As a result of his conservative policies the manual-training courses of the public schools were productive of definite measurable results.

Born of fine New England stock, his early training and schooling was obtained in Worcester, Mass. He was born on October 22, 1864. Mechanically and scientifically bent he entered the Worcester Polytechnical Institute and was a graduate of that school in mechanical engineering. Supt. W. B. Powell, with a view to introducing manual training in the public schools of this city, induced Mr. Chamberlain and several other graduates of the institute at Worcester to come to this city and introduce courses in manual arts. This was pioneer work as a public school activity and was, therefore, no little undertaking for a young man only 23 years of age. Mr. Chamberlain was requested by Superintendent Powell to begin the work in the Washington high schools. It became his responsibility to lead the way in a new field of educational endeavor.

Mr. Chamberlain established shops in rented quarters at 636 O Street NW., and with clear vision and under the guidance of high educational principles had soon established this new activity in our high schools. Two years later the work had been introduced for seventh and eighth grade pupils in the elementary schools and Mr. Chamberlain in May, 1889, was made director of woodworking. The following year this title was changed to that of director of manual training. Meanwhile manual training had won great favor among the educators of this country and had become very popular in the Washington public schools. In less than 10 years there had developed a marked demand in this city for a manual training or technical high school where pupils seeking a higher education in the engineering schools of the country might have their preparatory training. The idea won congressional support and as a result the McKinley Manual Training School was erected at Seventh and Rhode Island Avenue NW. in 1902. It evolved upon Mr. Chamberlain as supervisor of manual training to exercise a leadership in developing the courses of study to be pursued in this new high school and to purchase the necessary equipment for the manual arts courses to be pursued.

During the 43 years of his service as a teacher and officer in the schools the manual-training work assumed larger and larger proportions. Several high schools in addition to McKinley High School have introduced manual arts courses. Likewise the development of a system of junior high schools added another sphere to the labors of Mr. Chamberlain. It became his responsibility

to initiate the shop courses taught in junior high schools and to place in these schools the necessary equipment. Thus our system of manual and technical training in the elementary, junior, and senior high schools is a monument to the life work of a man who contributed 43 years of his best thought and energy to the development of this important phase of our educational work.

He will be greatly missed in the councils of the superintendent. He served in many ways in an advisory capacity in working out policies of our public schools. His judgment was sound and his views were respected, therefore, the superintendent desires to express a feeling of real loss in the death of Mr. Chamberlain and recommends that the Board of Education honor the memory of this worthy man by spreading a copy of this statement on the minutes of this meeting and that the secretary be requested to send a copy of the same to the bereaved family.

MR. HENRY F. LOWE

At the meeting of the Board of Education held November 6, 1929, the superintendent presented the following statement prepared by Assistant Superintendent Haycock on the death of Mr. Henry F. Lowe, which occurred October 28, 1929:

With deep regret the superintendent reports to the Board of Education the death of Mr. Henry F. Lowe, principal of the Lenox-French Vocational School, which occurred at Emergency Hospital at 3 o'clock on the afternoon of Monday, October 28, 1929.

The death came suddenly and was a distinct shock to his associates and friends. Mr. Lowe had gone to his building that morning, was stricken with heart failure, and passed away the same afternoon. Mr. Lowe was well known throughout the city as a schoolman, a church worker, and a citizen interested in the development of his city.

Mr. Lowe's work in the schools began more than 34 years ago when he was appointed principal of the Congress Heights School in September, 1895. As the population grew in that neighborhood the school was enlarged, and Mr. Lowe continued as principal until 1908, when he was transferred to the principalsip of the Lenox School. Thus, for more than 20 years Mr. Lowe became identified with school activities in the southeastern portion of our city. Soon after taking up the work at the Lenox School, Mr. Lowe became convinced that the boys of that section were greatly in need of manual training and prevocation work. More and more Mr. Lowe introduced manual-training features in his school until it was eventually designated as the Lenox Vocational School and the French Manual Training School became associated with the Lenox under one principalsip. With a natural fondness for boys, Mr. Lowe took a personal interest in the boys enrolled in his school and through vocational guidance was able to do much in preparing the boys of his community for a broader and more efficient life in the community. Mr. Lowe was especially interested as well in the moral development along with the intellectual. He became prominent in the religious work of the Metropolitan Presbyterian Church and was a member of the official board at the time of his death. In a number of civic organizations the influence of Mr. Lowe was felt in the direction of community activities making for civic improvement.

In submitting this statement, the superintendent desires to recommend that the secretary be instructed by the board to extend to the family the sympathy of the members of the Board of Education, and that a copy of this statement be spread on the minutes of this meeting.

MISS ISABELLE KINNER

At the meeting of the Board of Education held June 4, 1930, the superintendent presented the following statement prepared by First Assistant Superintendent Wilkinson on the death of Miss Isabelle Kinner, which occurred May 28, 1930:

This office regrets to report the death of Miss Isabelle Kinner, administrative principal of the Banneker-Jones School, divisions 10 to 13, on May 28, 1930, after an illness of little more than a month's duration.

Miss Kinner was a native Washingtonian and received her early education in the schools of the District of Columbia. She entered the Miner Normal

School in 1887 and graduated one year later from that institution with the class of 1888. Immediately after graduation she was appointed to the first grade at Randall School and during a period of approximately 40 years, served continuously in various sections of the city with a high degree of efficiency, culminating in her promotion on December 16, 1925, to administrative principalship of the Banneker-Jones School.

In the many and varied assignments we find a record of distinguished service for her. She was regarded at the time of her fatal illness as one of the outstanding principals of the public schools of the District of Columbia, divisions 10 to 13. Always studious, progressive, and thoroughly reliable, her influence in the community as well as in the classroom has been that of inspiration. Through her many contacts she has won the admiration and respect of the children, parents, and her professional associates. Indeed, Miss Kinner was one of those rare personalities who influenced for good with no sign of ostentation. We look upon her loss as a professional calamity.

RETIREMENTS

On the retirement of the persons indicated, the superintendent presented to the board the following statements prepared by the respective supervisory officers:

MISS M. E. BOND

At this meeting the Board of Education will take action on the retirement of Miss M. E. Bond, principal of the Henry-Polk School. This will bring to a close a record of 52 years of service in the public schools of the District of Columbia. Not many teachers or officers are privileged to serve the Board of Education for so long a time. The officers of the schools and Miss Bond's associates rejoice with her that at the close of these many years as a teacher and officer, she now withdraws from the schools in the enjoyment of good health and well-preserved faculties.

During the first five years of her teaching, between 1877 and 1882, Miss Bond taught classes in rented properties in various portions of the city. Her first assignment was to a first grade in September, 1877, in a building at Eighth and I Streets, northeast. In 1883 she was assigned to the sixth grade at the Gales School, and taught in that building until she was promoted to the eighth grade at the Blake School in 1893. She taught at the Blake School until 1906 when she was transferred to the Polk School. Later Miss Bond was promoted to the principalship at the Gage School. Soon thereafter in September, 1923, she was advanced to an administrative principalship at the Henry-Polk building where she continued until her retirement.

Throughout this long period of her labors in the schools, Miss Bond has impressed the school officers and school patrons most favorably. She is highly esteemed in the communities where she has taught. Miss Bond believed in making the school a happy place for the pupils. The hard work of the classroom was made lighter for the pupils by virtue of her cheerful disposition.

The order granting retirement for Miss Bond is submitted by the superintendent with the recommendation that the board vote its commendation of the unusual services rendered by Miss Bond, that copy of this statement be spread on the minutes of this meeting, and that the secretary be instructed to send a copy to the retiring officer.

MISS M. L. WASHINGTON

This office reports the voluntary retirement of Miss Mary Louise Washington, administrative principal of the Lucretia Mott School.

Miss Washington was first appointed to grade 1, Stevens School, and after 19 years of service as teacher in various sections of the city she was promoted to the principalship of the Logan School. She remained at the Logan School for eight years, when she was transferred to the Mott Building. In 1909 she was transferred to the Garnet School, and remained there until 1916, when she was transferred back to the Mott Building. In 1920 Miss Washington was promoted to administrative principal of the Mott School.

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During her long career in the public schools Miss Washington has maintained a magnificent record of efficiency. She is considered by her associates in the elementary field. It has been her good fortune to teach many of the men and women now engaged in the various occupations of the community. These former pupils look up to her with deep respect and admiration.

Accordingly, it is with complete assurance that this office reports that this educator carries into retirement the sincere appreciation of the whole school community.

MISS M. E. WILSON

After a long and distinguished career in the public schools of the District of Columbia, Miss M. E. Wilson, administrative principal of the John F. Cook School, has found it necessary to seek retirement because of ill health. Graduating from the Miner Normal School in 1888, Miss Wilson was appointed to the seventh grade at the Garnet School. In 1907 she was transferred to the southwest section of the city, and from that time on for a period of approximately 20 years this faithful public servant distinguished herself as a teacher of unusual merit and a community leader of the first rank. Her interest extended beyond the walls of the school into the homes of the boys and girls and, wherever possible, into the religious life of her community.

During these years of rich service Miss Wilson found time for personal and professional improvement. She pursued courses at Howard University and graduated with the A. B. degree.

Her professional achievements made her an easy choice for the administrative principalship of the new John F. Cook School upon its completion in 1926. Her work in this field was highly satisfactory until her failing health forced her into retirement. In reporting her retirement to the Board of Education this office feels that her unselfish devotion to duty constitutes another page in the history of the professional development of our teaching corps.

MISS K. C. LEWIS

This office wishes to direct the attention of the Board of Education to the retirement of Miss K. C. Lewis on June 17, 1930, who served the cause of public education in the District of Columbia for approximately 52 years and who leaves behind a record of achievement not surpassed by any of her predecessors in the field of elementary education.

Endowed with a keen intellect, she has been ever on the alert to increase her fund of information and her understanding of the problems of her profession. Her early training, which included graduation from the Washington High School, the completion of a course of normal training under the guidance of Martha B. Briggs, and graduation from the teachers college of Howard University, was supplemented in later years through courses at various institutions here and elsewhere and through lectures and private study. So well prepared is she by nature and nurture that for years this teacher has been recognized as one of the outstanding personalities in our system of schools.

Miss Lewis began her teaching in the first grade of the old John F. Cook School in September, 1878, and has successively been made teaching principal of the new Logan School in 1893; teaching principal of the Jones School in 1894; teaching principal of the Garnet School in 1898; principal of the Mott School in 1907; administrative principal of the Garnet-Patterson group, involving the supervision of 35 classes in 1916; and finally administrative principal of the enlarged Bruce School in 1927, from which school she is retiring.

As teacher and principal Miss Lewis has demonstrated marked originality and initiative. She was a pioneer worker in the field of visual education. She was the first to introduce departmental teaching in the elementary grades. She was quick to grasp the idea of homogenous grouping of children for instructional purposes. For years she served on various committees appointed by the superintendent, having to do with such important matters as the building courses of study and the selection of textbooks. In short, her influence has touched practically every phase of school and community life.

Many of the men and women, who as boys and girls benefited by her instruction, cherish the memory of their school days and look back with great satisfaction to the part this noble woman has played in their lives. They think of her as the master teacher, the builder of character. Likewise, many of our successful teachers will testify to the help and guidance received by them from

Miss K. C. Lewis in the days of their initial efforts and early struggles in the profession. No wonder, then, that the whole community regrets the passing from active service of this venerable educator.

MISS E. F. G. MERRITT

In accordance with the provisions of the retirement law, section 3, Miss E. F. G. Merritt, supervising principal, divisions 10 to 13, was retired on June 30, 1930, after more than a half century of distinguished service in the public schools of the District of Columbia.

Born in Virginia, Miss Merritt was brought to Washington by her parents at the age of 3 and received her early education in the public schools of the District of Columbia. She studied at Howard University, Columbia University, the Phoebe Hearst Training School of Washington, D. C., the Cook County Normal School, and the Berlitz School of Languages, Paris, France. Also, she has benefited by extended traveling in America and Europe.

According to our official records, Miss Merritt was first appointed to the third grade at the Lovejoy School. From this position she rose successively to the principalship of the Banneker School in 1889, to the principalship of the Garnet School in 1895, to the directorship of primary instruction in 1897, and to supervising principal, divisions 10 to 13, in 1926.

This local experience has been enriched by her professional activities in various sections of the country as teacher and lecturer. From Dover, Del., to Dallas, Tex., she has taught and directed teaching. Among the institutions which have engaged her services are Dover State College, Dover, Del.; Howard University, Washington, D. C.; Cheyney Institute, Cheyney, Pa.; Manassas Industrial School, Manassas, Va.; Baltimore Normal School, Baltimore, Md.; West Virginia State College, Institute, W. Va.; and Dallas Institute, Dallas, Tex.

Along with her professional activities in schools and colleges, Miss Merritt has gained noteworthy recognition as a civic leader. She organized and directed for many years the Teachers' Benefit and Annuity Association and the Prudence Crandall Association. She is president of the N. A. A. C. P., member of the executive board of the South West Social Settlement House, and chairman of the committee on finance, Phyllis Wheatley Y. W. C. A.

Thus it is seen that this veteran educator has lived a life rich and full in its service to humanity. Should space permit, I could enumerate some of the directions her influence has taken in molding the educational and civic thought of our community. Suffice it to say that through the strength of her personality, the nobility of her character, and the keenness of her intellect she has raised the standard of teaching in our schools to a high degree of efficiency and has given to the community a splendid example of what a life consecrated to service may yield.

MISS B. L. PATTISON

At this last regular meeting of the school year the superintendent has the honor to submit the retirement papers of Miss Blanche L. Pattison, administrative principal of the West School, to become effective from and after June 30, 1930.

The retirement of this well-known officer brings to a close a notable period of service in the public schools of this city extending over 52 years. Although she has reached the age when it becomes necessary that she withdraw from the schools, Miss Pattison has enjoyed vigorous health and is in full possession of those faculties that have made it possible for her to carry on efficiently at her post of duty.

Miss Pattison began her teaching career in September, 1878, when she was assigned to a first grade in rented property located at the corner of Twentieth and R Streets NW. Two years later the completion of the new Force School, in 1880, made it possible to give up the rented property, and Miss Pattison took up her teaching duties in this new building, where she was assigned to a fourth grade. Miss Pattison gradually won promotions in the grades, was advanced successively through fifth, sixth, and seventh grades, teaching at the Force and Grant Schools until her assignment to the eighth grade at the Franklin School, in September, 1901. Here she taught the grammar grades until her promotion to the principalship of the Hubbard School in 1906.

Her record as a principal has been a notable one, in that her labors were spent in very fast-growing communities, which caused serious congestion in the

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schools under her direction. At the Hubbard School she officiated for 10 years in the fast-growing Columbia Heights section. Since 1916 Miss Pattison has been in charge of the West School, located in Saul's addition. Likewise, this community was fast developing into a choice residential section, where Miss Pattison identified herself whole-heartedly with community activities. In 1922 her school became a 16-room building with an assembly hall.

A teacher of unusual merit, Miss Pattison was recognized as one of the outstanding grammar-school teachers of the city. She was especially fond of boys, who responded in a remarkable way to her guiding hand and personal influence. School patrons were especially appreciative of Miss Pattison's admirable characteristics and fine leadership.

In submitting this retirement order, the superintendent desires to recommend that the board express its appreciation of Miss Pattison's unusual record of service, that this statement be spread on the minutes of this meeting, and that a copy be sent to Miss Pattison.

MISS E. J. DALTON

At this meeting of the Board of Education the superintendent has the honor to transmit the retirement papers of Miss E. J. Dalton, principal of the Brent-Dent School, seventh division. Feeling that it is to her advantage to withdraw from the schools at this time, Miss Dalton voluntarily submits her request for retirement, after 46 years of meritorious service in the schools as teacher and principal. Miss Dalton has maintained her efficiency as a leader of her teachers and her school community, therefore it is regretted by her professional associates and her school patrons that she deems it advisable to retire.

Recognized as an outstanding principal of elementary schools, Miss Dalton was well known in the eastern section of our city where all of her school experience was spent in a service devoted to the development of the public schools. As a teacher she served for 21 years in the Peabody School, and as a principal she served continuously for 25 years, as principal of the Brent and the Dent School. Thus, practically all of her school life was spent in two communities in the eastern section of the city. Not many school officers have the honor for so long a time to be so closely identified with the development of the youth of one neighborhood. The influence of this noble woman whose culture and high purposes are unusual will be felt for many years to come in the expanding lives of the young people with whom she has come in contact. Highly esteemed by all teachers and officers with whom she was associated Miss Dalton's fine professional ideals marked her as a beloved leader among our elementary school principals.

Her ability as a teacher was early recognized so that she received promotions following closely on her original appointment in September, 1884. She advanced to the higher grades until her promotion to the principalship of the Dent School in September, 1905. In 1923 she was designated as administrative principal of the Brent-Dent School.

In submitting her request for retirement the superintendent desires to recommend that the Board of Education vote its appreciation of Miss Dalton's exemplary service as teacher and principal, that the record be spread on the minutes of this meeting, and that the secretary be requested to send a copy to the retiring officer.

APPOINTMENTS TO FILL VACANCIES

The following appointments were made to fill vacancies in administrative principalships:

Name	School	Date	Predecessor
Miss A. M. Crook	Bryan	Sept. 1, 1929	Mrs. F. H. Rogers, promoted.
Miss M. R. Pepper	Henry-Polk	do	Miss M. E. Bond, retired.
Miss Viola Oslutt	Ludlow-Taylor	do	Miss Viola Oslut, transferred.
Miss Elizabeth O'Hara	Takoma	do	Miss K. R. Macqueen, retired.
Miss L. G. Arnold	Slater-Langston-Twining	do	Miss M. E. Shorter, transferred.
Miss M. T. Latimore	Cleveland	Sept. 12, 1929	Miss M. E. Wilson, retired.
Mr. S. D. Matthews	Banneker-Jones	June 1, 1930	Miss Isabelle Kinner, deceased.
Miss A. V. Smith	Bruce	June 18, 1930	Miss K. C. Lewis, retired.
Mrs. M. R. Merritt	Bowen-Greenleaf	July 1, 1930	Miss M. B. Pearson, transferred.
Mrs. M. S. Conway	Brent-Dent	Sept. 1, 1930	Miss E. J. Dalton, retired.

The following appointments were made to fill the vacancies indicated:

MRS. F. H. ROGERS

On September 1, 1929, Mrs. Florence H. Rogers was appointed supervising principal of the sixth division, vice Miss Adelaide Davis, retired. The following statement concerning the qualifications of Mrs. Rogers was prepared by Assistant Superintendent Haycock and was presented by the superintendent to the board:

Mrs. Florence Hopkins Rogers received her early education in the public schools of the District of Columbia, graduating from the Washington High School in 1893 and from the Washington Normal School in 1894. Later Mrs. Rogers pursued courses in the Teachers' College, George Washington University, and in 1924 received her degrees of bachelor of arts and bachelor of education. More lately Mrs. Rogers has taken graduate courses at Columbia University and at George Washington University. She had courses in supervision and training of teachers and a major course in elementary education for principals, supervisors, and critic teachers of the normal school. Mrs. Rogers has had a broad background of training and preparation for administration and supervision in the elementary schools.

In addition to her professional education and training Mrs. Rogers had had valuable experience as an elementary-school principal. After teaching for seven years in the elementary schools Mrs. Rogers was made principal of the Dent School in 1904. Later she resigned, and when reappointed was assigned as a practice teacher in the normal school, where she served as an instructor of teachers for nearly 20 years. She was promoted to the administrative principalsip of the Wallach-Towers School in September, 1928, and six months later, when the addition was erected at the Bryan School, she was transferred to the principalship of that building.

In knowledge, training, and experience Mrs. Rogers is well prepared for the supervisory and administrative duties of the supervising principal.

MRS. R. R. WILKEN

On November 7, 1929, Mrs. R. R. Wilken was appointed temporarily principal of the Lenox Vocational School, vice Mr. H. F. Lowe, deceased.

MR. E. D. REED

On March 1, 1930, Mr. E. D. Reed was appointed principal of the Lenox Vocational School, vice Mrs. R. R. Wilken, reduced.

MR. A. K. SAVOY

On July 1, 1930, Mr. A. K. Savoy was appointed supervising principal, division 10, vice Miss E. F. G. Merritt, retired. The following statement concerning the qualifications of Mr. Savoy, prepared by First Assistant Superintendent Wilkinson, was presented to the board:

Professional preparation.—Mr. A. K. Savoy is a product of the Washington public schools, having been graduated from the high school in 1901 and the normal school in 1903. He is a graduate of Howard University, holding the degree of A. B. in education. Within the degree, besides the professional training acquired at the Miner Normal School, he has to his credit nine courses in the field of education, all of which are concerned directly with instruction in the elementary school and the earlier years in the junior high school. Among these courses he has two in the administration and supervision of elementary schools. He has already entered upon his graduate work in the field of elementary instruction.

Experience.—Mr. Savoy has had 22 years of experience teaching in the elementary schools of the District of Columbia. He was appointed teacher of elementary subjects at the age of 20, September 1, 1903. He served as class-room teacher in practically all of the grades for nine years, 1903-1912. He has had two years of experience as teacher of the ungraded classes for incorrigible boys. He has served since October 1, 1912, as principal of elementary schools. He was teaching principal from 1912 to 1925. He then was promoted to administrative principalship and was assigned to the Garrison Demonstration School, where he has served from 1925 to the present. His success at the demonstration school can be credited almost wholly to his fine experience, splendid personality, and professional training.

In his position as principal of the demonstration school he occupied a key position of influence upon elementary instruction in divisions 10-13.

The position as principal of Garrison School is a point of contact with numerous educators who, from time to time, visit our system for the purpose of observation. How successful Mr. Savoy has been in exercising this function and the fine impression he has left upon visitors to our system are amply testified to in a number of letters which these visitors have submitted in appreciation of both the fine work that is being done under the supervision of Mr. Savoy and his own courtesy and efforts at cooperation with them in their purpose.

On July 9, 1930, Mr. Savoy was appointed assistant superintendent, divisions 10-13, vice Mr. Eugene A. Clark, promoted. The appropriations bill for 1931 passed Congress on July 3, 1930, and carried a salary for the president of the Miner Teachers' College. Mr. Eugene A. Clark, assistant superintendent, was promoted to that position. At the meeting of July 8, 1930, Mr. A. K. Savoy, after having served only eight days as supervising principal, was promoted to the position of assistant superintendent made vacant by the promotion of Mr. Clark.

MISS MINEOLA KIRKLAND

On July 9, 1930, Miss Mineola Kirkland was appointed supervising principal, division 10, vice Mr. A. K. Savoy, promoted. The following statement concerning the qualifications of Miss Kirkland, prepared by First Assistant Superintendent Wilkinson, was presented to the board:

Miss Mineola Kirkland is a graduate of the M Street High School in the class of 1892, and of Normal School No. 2 in the class of 1893. She has the following degree: Ph. B. in education, 1926, Chicago University.

In addition to the above degree, Miss Kirkland has teaching experience as follows: 1893-1896, elementary grades, Washington, D. C.; 1896-1922, teacher and assistant principal, Senior High School, Washington, D. C.; 1922-1930, principal, Junior High School, Washington, D. C.

Miss Kirkland has the following courses to her credit toward the degree of master in education: The literature of educational method, the junior high school curriculum, psychology of secondary education, psychology of elementary education, methods of teaching ideals, educational hygiene, social policy and education.

The following undergraduate courses have been completed by Miss Kirkland: Principles of method for elementary teachers; class organization, management, and testing in high schools; psychological basis of education; adolescence and methods in high-school science.

MISS MARY LOUISE STRONG

On September 1, 1930, Miss Mary Louise Strong was appointed head of the department of English and history, divisions 10-13, vice Miss Otelia Cromwell, promoted. The following statement concerning the qualifications of Miss Strong, prepared by First Assistant Superintendent Wilkinson, was presented to the board:

Academic training.—1906-1910, Spelman College, Atlanta, Ga., A. B. 1910; 1914, 1916, 1917, University of Chicago Summer School, Chicago, Ill., A. B. 1917; 1922-23, Radcliffe College, Cambridge, Mass., A. M. 1923; 1927-28, Harvard Graduate School of Education, Cambridge, Mass.; 1928, Harvard Summer School, Cambridge, Mass.

Professional experience.—1911-1918, Jackson College, Jackson, Miss., Instructor in English; 1918-1922, Morehouse College, Atlanta, Ga., Instructor in English; 1923-1925, West Virginia Collegiate Institute, Institute, W. Va., Instructor in English; 1925, West Virginia Collegiate Institute, Institute, W. Va., associate professor of English.

APPOINTMENTS TO NEW POSITIONS DUE TO REORGANIZATION

MISS M. K. STEINLE

On September 1, 1929, the Amidon and Smallwood Schools were consolidated into a school group, and Miss M. K. Steinle was appointed administrative principal.

MRS. R. S. NETHERLAND

On January 16, 1930, the Burrville School was designated as having 20 rooms, and Mrs. R. S. Netherland was appointed administrative principal.

MISS V. E. CHASE

On January 20, 1930, the Wilson and Morgan Schools were consolidated into a school group, and Miss V. E. Chase was appointed administrative principal.

MR. A. O. STAFFORD

On June 18, 1930, the Harrison and Wilson Schools were consolidated into a school group, and Mr. A. O. Stafford was appointed administrative principal.

MR. H. B. JONES

On July 1, 1930, the Morse and Twining Schools were consolidated into a school group, and Mr. H. B. Jones was appointed administrative principal.

MISS E. E. GREEN

On September 1, 1930, the Blow and Webb Schools were consolidated into a school group, and Miss E. E. Green was appointed administrative principal.

APPOINTMENTS TO FILL NEWLY CREATED POSITIONS

MR. L. J. CANTRELL

At the meeting of the Board of Education held January 8, 1930, the superintendent presented the following statement on the appointment of Mr. L. J. Cantrell to the principalship of the E. A. Paul Junior High School, effective January 9, 1930:

Mr. Lawson J. Cantrell is a native of Texas. He was educated in the public schools of that State.

His educational qualifications are: Graduate of North Texas State Normal School, graduate of George Washington University with degree of A. B., graduate of George Washington University with degree of M. A., graduate courses in Columbia University in supervision and administration and the directing of a junior high school.

His educational experience is as follows: Teacher science and manual training, Houston, Tex.; principal of graded schools, Texas; teacher manual training and mechanical drawing, Macfarland Junior High School, Washington, D. C.; principal vacation Junior High School, Washington, D. C.; principal Nine night school, Washington, D. C.; for three years the teacher in directive charge of the Brightwood Junior High School Annex.

Mr. Cantrell has the hearty commendation of the parents and the citizens of the community which he has served, indicated by the formal recommendations of the organizations which have been forwarded to the superintendent.

MISS A. M. SISSON

On January 16, 1930, Miss A. M. Sisson was appointed administrative principal of the new Langdon School.

APPOINTMENTS TO TEACHERS COLLEGES

At the meeting of the Board of Education held July 8, 1930, the superintendent presented the names of the following persons for the positions indicated in the Wilson Teachers College, effective September 1, 1930:

DR. M. MARGARET STROH, PROFESSOR OF ENGLISH

Doctor Stroh is at present dean of women at the State Normal School, Potsdam, N. Y., which position she has held for the past four years.

Doctor Stroh has the following degrees and diploma: B. S., 1912, Susquehanna University, Selinsgrove, Pa.; diploma, 1914, Kings School of Oratory, Pittsburgh, Pa.; A. M., 1925, teachers' college, Columbia University; Ph. D., 1926, teachers' college, Columbia University.

Doctor Stroh's experience has been as follows: 1904-1908, grades 1, 2, and 3, public schools, Sunbury, Pa.; 1912-1914, Latin, high school, Sunbury, Pa.; 1915-1921, English and public speaking, State Normal School, Shippensburg, Pa.; 1918-1921, dean of women, State Normal School, Shippensburg, Pa.; 1922-23, public speaking and dean of women, State Normal School, California, Pa.; 1923-24, English literature, State Normal School, Potsdam, N. Y.; 1925-26, associate in education, teachers' college, Columbia University; 1926-1930, dean of women, State Normal School, Potsdam, N. Y.

In the pursuit of her degrees of master of arts and doctor of philosophy at teachers' college Doctor Stroh has completed the following academic and professional courses: Composition and literature, modern drama, problems for advisers and deans of women, social hygiene and sex education, teaching of normal-school English, materials of poetry, technique of teaching, major course for normal-school teachers and administration, English literature during last half century, supervised study, professional education of secondary teachers, philosophy of education, educational sociology, organization and administration of secondary schools, teaching of literature in secondary schools, reconstruction of the elementary curriculum, educational psychology, major course for normal-school instructors, research course in professional education of teachers, advanced course in teaching of English in secondary schools, research in education of preschool child, psychology of elementary-school subjects, research course in curriculum construction, teaching of college composition, education and nationalism.

The following courses were pursued at Selinsgrove University: Survey of English literature, study of Milton, study of Shakespeare, study of Browning and Tennyson.

Doctor Stroh is recommended in the highest terms by Professors Bagley, Baker, Alexander, Evenden, and Abbott, of teachers' college, Columbia University; and by O. H. Voelker, superintendent of the training school, and Principal

Congdon, of the State Normal School, Potsdam, N. Y. Typical of these indorsements is that of a professor who describes Doctor Stroh as "one of the very best and strongest people" at teachers' college. Another describes her as "a woman of keen intellectual ability, of broad culture, and of rare personal charm," and recommends her in the highest terms.

MR. F. ATHERTON RIEDEL, PROFESSOR OF NATURAL SCIENCE

Mr. Riedel is working on the degree of doctor of philosophy at teachers' college, Columbia University, which he expects to receive about February, 1931.

Mr. Riedel has the following degrees: A. B., 1907, Miami University, Oxford, Ohio; M. A., 1926, teachers' college, Columbia University; Ph. D., 1931, teachers' college, Columbia University (to be conferred).

In addition to the above degrees, Mr. Riedel has been a student during the summer sessions at Ohio State Teachers' College and Colorado Agricultural College, and spent one year at Colorado School of Mines and parts of two years at the University of Kansas.

Mr. Riedel has had the following teaching experience: 1909-1916, teacher in small high schools and an elementary school, and superintendent of small county high school in Colorado; 1916-1920, teacher of science and agriculture, high school, Rocky Ford, Colo.; 1920-1925, head of science department, high school, Greeley, Colo.; summer, 1925, supervisor of science instruction, Colorado State Teachers' College, Greeley, Colo.; summer, 1926, instructor in science, University of Porto Rico; 1926-1928, supervisor of science instruction, University of Kansas; summer, 1927-1929, supervisor of science instruction, Kansas State Teachers' College; January to June, 1930, teacher of physics and research, Stuyvesant High School, New York City; summers, 1921-1923, institute instructor in elementary science, Colorado.

In the pursuit of the degrees of master of arts and doctor of philosophy at teachers' college Mr. Riedel has completed the following academic and professional courses: Reorganization of science curriculum; research in science teaching; construction of elementary science curriculum; teaching general science; teaching of physics; reconstruction of junior and senior high-school curriculum; supervision of instruction; philosophy of education; educational sociology; psychology of childhood; psychology of adolescence; psychology of habit, skill, practice, and memory; plant cytology; vocational guidance; educational statistics; genetics; human biology; principles and organization of science in secondary schools; vocational guidance—methods of organization and administration; organization of science in elementary schools; special problems in science in secondary schools; improvement of instruction in secondary schools; major course in teaching of science; educational statistics; social foundations of curriculum; teaching of science; research in science education.

The following graduate courses were pursued at the University of Kansas: Educational statistics, methods of educational research.

The following undergraduate courses were pursued at Miami University and elsewhere: General chemistry, qualitative analysis, elementary physics, comparative vertebrate anatomy, college algebra and trigonometry, qualitative analysis, advanced qualitative analysis, quantitative analysis, advanced laboratory physics, physiological chemistry, organic chemistry, advanced quantitative analysis, electro-chemistry, general geology, bacteriology, integral calculus, psychology and logic, mine surveying, assaying, lithology, agronomy, vegetable gardening, entomology, field crops, plant pathology, history of education, mental measurement, taxonomy.

MR. PAUL E. LUTZ, PROFESSOR OF HISTORY AND OTHER SOCIAL STUDIES

Mr. Lutz is completing his work for the degree of doctor of philosophy at teachers' college, Columbia University, this year.

Mr. Lutz has the following degrees: B. A., 1919, University of Minnesota; M. A., 1927, Columbia University; Ph. D., 1930, Columbia University (to be conferred).

In addition to the above degrees, Mr. Lutz has been a student during the summer sessions at Ohio State University, University of Chicago, and University of Berlin, and spent one year at the University of Pennsylvania.

Mr. Lutz has had the following teaching experience: 1919-1921, teacher and supervisor of history and other social studies, public elementary and high school,

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Bellingham, Minn.; 1921-1926, teacher and supervisor of history and other social studies, public elementary and high school, Maple Lake, Minn.; 1927-1929, instructor in history and supervisor of student teachers, Mount St. Joseph College, Philadelphia, Pa.; summer 1930, professionalized courses in government and problems of democracy, teachers' college, Columbia University.

In all of his collegiate work Mr. Lutz has specialized in the field of history and allied subjects. His undergraduate work at the University of Minnesota included the following courses in history and allied subjects, and professional courses: Medieval and modern history, economics, general psychology, American government—State and local, business law, American history, history of education, financial history, social aspects of education, government of the British Empire, teaching of civics, school sanitation, educational administration, school organization, educational diagnosis, theory of supervision, municipal government, technique of teaching, corporation finance, industrial relations, public finance, practice teaching.

In the pursuit of his degrees of master of arts and doctor of philosophy at Teachers College Mr. Lutz has completed the following academic and professional courses: Problems of democracy, civic education, American government, research in civic education, social history of the United States, causes of World War, expansion of European civilization, Europe since 1870, economic and social history of the United States, medieval history, contemporary world, community and international problems, teaching of history, teaching social studies, comparative study of European and American education, professional education.

He has completed the following graduate courses elsewhere: Junior high-school administration, Iowa State University; administration and supervision of elementary schools, University of Chicago; Investigations in reading, University of Chicago; technique of instruction in elementary schools, University of Chicago; mental tests, University of Chicago; teaching of history, University of Chicago; problems in teaching grammar and composition, University of Chicago; the curriculum, University of Chicago; Investigations of study habits, University of Chicago; organization of community life for teaching, University of Chicago; Seminar in American history, University of Pennsylvania; studies in political history and international history of Europe since 1870, University of Pennsylvania; bibliography of history, University of Pennsylvania; German literature, University of Berlin; German school system, University of Berlin; philosophy of education, University of Berlin.

Mr. Lutz is recommended by one professor as "a superior man"; by another as "a very strong student," who promises to become one of the leaders in his field; by another as a man "with exceptionally varied experience, fitted for a position as head of the social studies in a teachers' college"; and by another as "studious, ambitious, and progressive."

At the meeting of the Board of Education held July 8, 1930, the superintendent presented the names of the following persons for the positions indicated in the Miner Teachers College, effective September 1, 1930:

MR. EUGENE A. CLARK, PRESIDENT

Mr. Eugene A. Clark is a graduate of the M Street High School, Washington, D. C., 1902; of the Phillips Exeter Academy, Exeter, N. H., 1904; of the Miner Normal School, Washington, D. C., 1909; and he has the following degrees: A. B., 1908, Williams College, Williamstown, Mass.; A. M., 1924, Columbia University, New York City.

In addition he received from Columbia University in 1924 the teachers' college diploma issued to persons specially prepared to serve as principals of normal schools.

He has to his credit toward the doctorate four courses in education—two courses for superintendents of schools, one in principles and practices for elementary schools with special reference to intermediate and grammar grades, one demonstration school observation and report.

In addition to the above degrees Mr. Clark has had teaching experience as follows: 1909-1914, elementary grades, Washington, D. C.; 1914-1916, practice teacher, Miner Normal School; 1916-1920, theory teacher and director of practice teaching, Miner Normal School; 1921-1926, principal Miner Normal School; 1926-1930, assistant superintendent in charge of elementary schools, Washington, D. C.; 1929-30, director of summer session, Morgan College, Baltimore, Md.

DR. OTELIA CROMWELL, PROFESSOR OF ENGLISH

Doctor Cromwell has the following degrees: A. B., 1900, Smith College, Northampton, Mass.; M. A., 1910, Columbia University, New York, N. Y.; Ph. D., 1926, Yale University, New Haven, Conn.

In addition to the above degrees, Doctor Cromwell has had experience as follows: 1892-1898, elementary teacher in the public schools of Washington, D. C.; 1900-1921, teacher in the high schools of Washington, D. C.; 1923-1930, head of the department of English in the junior and senior high schools, divisions 10 to 13, Washington, D. C.

In the pursuit of the degrees of master of arts and doctor of philosophy, Doctor Cromwell completed the following academic and professional courses: Seventeenth century literature, literary criticism, historical English grammar, eighteenth century literature, the English romantic movement, the Victorian age, the English novel, the aesthetics of English poetry, old English literature, the romantic movement in English poetry in the eighteenth century, the development of the English drama from 1850 to the present day, Chaucer seminar, elementary old English, mediaeval drama, old English, English drama 1500-1642, English drama from Dryden to Goldsmith, the romantic movement, German literature and conversation, German literature, Goethe's Faust, intermediate composition and practice in speaking French, French conversation, composition, and oral practice, educational measurements: New type examinations, supervision of English, psychology of elementary school subjects, history of modern elementary education.

The following undergraduate courses were pursued at Howard University and Smith College: Composition, survey of English literature, argumentation, nineteenth century prose, elective themes, literary criticism, Latin, Greek, German, primary methods, psychology, history of education, logic, modern philosophy, advanced psychology.

DR. THOMAS I. BROWN, PROFESSOR OF HISTORY AND OTHER SOCIAL STUDIES

Doctor Brown has the following degrees: A. B., 1913, A. M., 1914, Ph. D., 1920, Clark University, Worcester, Mass.

In addition to the above degrees, Doctor Brown has had the following teaching experience: 1914-1916, college, normal, and high school, Little Rock, Ark.; 1916-1922, college, normal, and high school, Atlanta, Ga.; 1922-1930, Morgan College, Baltimore, Md.

In pursuit of the degrees of master of arts and doctor of philosophy, Doctor Brown has had courses, in part, as follows: Principles of sociology; problems of population; seminar: special readings and reports; principles of interpretation in sociology; principles of sociology—adaptation, essays in social justice, social control, etc.; history of social theories; nature against nurture; problems of social reconstruction; community organization; principles of economics; social economics and principles of social reform; recent economic theories; economics—social economics and principles of social reform; mediaeval history; United States; current history; modern European history; American government and American political theories; political and social history of England; Latin American and American diplomacy; historical seminar; anthropology; introduction to philosophy; school administration and hygiene; present-day pedagogy; psychology of emotions and feelings; psychogenesis; psychology of memory, imagination, and the process of learning; psychoanalysis; organization and administration of the high school; organization and administration of normal schools.

DR. JANE E. McALLISTER, PROFESSOR OF EDUCATION

Doctor McAllister has the following degrees: A. B., 1919, Talladega College, Talladega, Ala.; M. A., 1921, University of Michigan, Ann Arbor, Mich.; Ph. D., 1929, Columbia University, New York City.

In addition to the above degrees, Doctor McAllister has had teaching experience as follows: 1919-20 and 1924-1928, State Agricultural and Mechanical College, Scotlandville, La.; 1922-1924, Virginia State College, Petersburg, Va.; 1928-1930, Fiske University, Nashville, Tenn.

In the pursuit of the degrees of M. A. and Ph. D., Doctor McAllister has had the following courses at the University of Michigan: Education, history, rhet-

orlic, public speaking, Spanish. Teachers' College, Columbia University: Philosophy of education, professional education of teachers, fundamental course in rural education, training-school problems, research in education of modern education, sociology, elementary-school statistics, historic foundations of educational problems.

The following undergraduate courses were pursued at Talladega College: English, history, physiology, German, chemistry, trigonometry, analytical geometry, geology, psychology, child study, practice teaching, ethics, sociology, history of education, music theory, methods of teaching, mathematics, biology, algebra, solid geometry.

MR. J. ARTHUR TURNER, PROFESSOR OF NATURAL SCIENCE

Mr. J. Arthur Turner is a graduate of the high-school department of Clark University, Atlanta, Ga. He has the following degrees: B. S., 1906, Clark University; M. S., 1926, Cornell University.

Mr. Turner expects to receive his master's degree in education in the summer of 1930.

In addition to the above degrees, Mr. Turner has teaching experience as follows: 1902 (summer session), elementary teacher, McDonough, Ga.; 1903 (summer session), elementary teacher, Lutherville, Ga.; 1904 (summer session), elementary teacher, Covington, Ga.; 1902-1906, teacher high school, Atlanta, Ga.; 1908-1913, head of department, college, Atlanta, Ga.; 1913-1922, teacher high school, Baltimore, Md.; 1922-1926, teacher Miner Normal, Washington, D. C.; 1926-1930, principal Miner Normal, Washington, D. C.

NOTE.—Mr. Turner resigned effective September 1, 1930, to accept a similar position in another city.

TRANSFERS

Transfers of administrative principals without change of rank or salary were as follows:

Miss Viola Offutt from Ludlow-Taylor to Grant-Weightman, on September 1, 1929.

Miss M. E. Shorter from Slater-Langston-Twining to Mott, on September 1, 1929.

Mr. J. C. Payne from Douglass-Simmons to Cook, on September 12, 1929.

Miss E. A. Chase from Briggs-Montgomery to Douglass-Simmons, on September 12, 1929.

Mr. J. P. Gillem from Cardozo-Bell to Briggs-Montgomery, on September 12, 1929.

Miss M. F. Gore from Force-Adams to J. Q. Adams, on February 1, 1930.

Miss M. B. Pearson from Bowen-Greenleaf to West, on July 1, 1930.

Transfer of a supervising principal without change of rank or salary was as follows:

Mr. L. L. Perry from division 12 to division 11, on July 1, 1930.

MODIFICATIONS OF ASSIGNMENT

The following changes were made in the assignments of administrative principals:

Miss M. A. Dilger from Gales-Arthur to Gales-Seaton, on September 1, 1929.

Miss M. B. Pearson from Smallwood-Bowen to Bowen-Greenleaf, on September 1, 1929.

Miss M. A. Dilger from Gales-Seaton to Gales-Seaton-Blake, on October 1, 1929.

Miss V. E. Chase from Wilson-Morgan to Morgan, on June 18, 1930.

Miss M. R. Pepper from Henry-Polk to Henry-Gage, on July 1, 1930.

Miss M. T. Latimore from Cardozo-Bell to Bowen-Cardozo, on July 1, 1930.

Miss L. G. Arnold from Slater-Langston-Twining to Slater-Langston, on July 1, 1930.

REDUCTIONS

On March 1, 1930, Mrs. R. R. Wilken was reduced without prejudice from her temporary appointment as principal of the Lenox Vocational School to her former position as teacher.

On September 1, 1929, Mrs. E. L. Haynes was reduced without prejudice from her temporary appointment as head of the department of mathematics, divisions 10 to 13, to her former position as teacher.

LEAVES OF ABSENCE

Mrs. R. N. Hampton, director of art, divisions 10 to 13, was granted educational leave from May 31 to June 30, 1930.

Miss F. L. Bentley, director of the department of school attendance and work permits, was granted leave of absence from March 12 to June 30, 1930, to assist the White House conference on child health and protection in a study of school attendance.

REINSTATEMENTS

On September 1, 1929, Miss E. C. Harris was reinstated to her former position as head of the department of mathematics, divisions 10 to 13, having been absent on educational leave.

On July 1, 1930, Miss F. L. Bentley was reinstated to the position of director of the department of school attendance and work permits.

On July 1, 1930, Mrs. R. N. Hampton was reinstated to her former position as director of art, divisions 10 to 13, having been absent on educational leave of absence.

SECTION II. SCHOOL ACHIEVEMENTS IN 10 YEARS, JULY 1, 1920, TO JUNE 30, 1930

After the superintendent had determined to write a general account of the achievements of the school system during the past 10 years, he came across the following statement quoted from W. L. Coffey, and appearing on the front page of the Detroit Educational Bulletin for June, 1930. This statement so clearly indicates the value of an inventory and an appraisal in business and in education that the superintendent is including this quotation as an appropriate introduction to this part of the annual report dealing with the achievements in the school system from July 1, 1920, to June 30, 1930:

A successful business man at the end of his fiscal year takes account of his accomplishments. He calls it his inventory. He must know his assets and liabilities in order to invest profitably for next year's business. He arrays all the facts about them. He evaluates them in terms of good and bad investments. He makes amends where needed. He plans carefully every activity which he wishes to carry out. He measures his own fitness for his task in terms of his preparation. He improves not only his stock, his equipment, and his personnel, but himself. He recognizes that his business will be no better than the ideals, judgments, and organizing ability which he puts into it. He personifies his business in terms of self. He is a wise and prudent business man.

A successful teacher takes an inventory and appraisal. He conducts a business in which the inventory must account for good citizenship, sound scholarship, and physical fitness for the task. The dividends he creates are worthy ideals that will help to form desirable judgments affecting our social, governmental, and economic thinking. His annual inventory and appraisal are for school, for patron, for youth, and for self. On the basis of these facts he formulates a plan for himself that reduces his liabilities and brings to the school a richness of culture, a breadth of scholarship, and an evidence of genuine fellowship. He is the people's agent, their servant, and adviser. He evaluates, he appraises, he creates. He takes an unfinished product and turns it into an asset for society. He deals not in merchandise but in souls. He conducts a great business. He is a wise and prudent teacher.

CHAPTER 3. LEGISLATION ENACTED

During the past 10 years legislation has been enacted by Congress relating to the public schools of the District of Columbia, much of which is comparable in importance to the organic act of 1906, which established the school system on its present basis. This legislation is listed by title in chronological order and is briefly described in this chapter.

THE CLASSIFICATION ACT OF 1923, APPROVED MARCH 4, 1923

The salaries of the janitorial staff, including engineers, assistant engineers, janitors, matrons, and others, together with the salaries of clerks serving under the Board of Education, were fixed in the reclassification legislation affecting all Government employees.

The Government had long recognized that the salaries of the janitorial and clerical staff were too low, and had from time to time provided a bonus over and above the established rate of pay. The adjustments under the classification act of 1923 represented an increase of

over 45 per cent over the basic salary existing at that time and about 13 per cent increase over the total compensation received by the janitorial and clerical staff, including the salary and bonus.

Under the provisions of the classification act of 1923 it has been possible to require a higher type of service and to secure better qualified persons for positions in the janitorial and clerical staff of the public schools.

The salaries of the above employees have also been affected by the passage of the Welsh Act on May 28, 1928, and the Brookhart Act on July 3, 1930.

TEACHERS' SALARY ACT, APPROVED JUNE 4, 1924

A salary law is more than legislation fixing the compensation of employees; it is also legislation providing for the organization of the school system. A salary schedule fixes pay for positions, but positions are conceived and created in accordance with one's judgment as to how a school system should be organized and operated. In accordance with this general view the teachers' salary law legally recognized several developments of the school system that had been established from year to year through appropriation bills, such as (a) junior high schools and (b) administrative principalships in elementary schools.

The teachers' salary act legalized the salaries of educational employees, which were at that time fixed in appropriation bills; established a salary schedule for all educational employees in the school system of Washington; provided justifiable increases in compensation for said employees; and prevented teachers from suffering from an actual reduction in compensation through the loss of a bonus of \$240, which had regularly been paid beginning July 1, 1919, and which was to be discontinued after June 30, 1924.

The act abolished the undesirable practice of paying elementary-school principals according to the number of session rooms in each building. Moreover, it abolished the former practice of paying teachers higher compensation as they were promoted from grade to grade through the elementary school, and in lieu thereof established a uniform salary schedule for all elementary-school teachers, regardless of the grade taught.

This act authorized the Board of Education to appoint annual substitute teachers and temporary teachers, and to conduct night schools, vacation schools, Americanization schools, and other activities. The act increased the membership of the boards of examiners from 3 to from 5 to 7 members, and provided for a paid chief examiner for the board of examiners in divisions 1 to 9 and an assistant superintendent, who should be chief examiner ex officio for the board of examiners in divisions 10 to 13.

The act continued the former provision of the act of 1906 of one year of probationary service followed by a permanent appointment. It extended the provision for higher compensation for superior teachers in its application to all teachers throughout the school system, rather than only to normal and senior high-school teachers as theretofore; it extended the provision of the 1910 amendment to the act of 1906 for placement for previous experience, which was

limited to normal and senior high-school teachers, to all teachers in the school service who have had previous experience.

The increased compensation for teachers, provided in the teachers' salary act, approved June 4, 1924, has encouraged better qualified teachers to come into the school system of Washington, has made it possible for the Board of Education to increase substantially the eligibility requirements for teachers and officers, has materially reduced the turnover in personnel resulting from the better teachers in Washington going to other cities to receive higher pay, and in general has greatly improved the morale and promoted the contentment and efficiency of teachers in the public service. (For additional information see pp. 62, 63, 96, 97.)

COMPULSORY ATTENDANCE AND SCHOOL CENSUS LAW, APPROVED
FEBRUARY 4, 1925

This act materially modified the previous law relating to compulsory school attendance; established an annual and continuous school census; provided a staff for the administration of the law; consolidated the former child-labor office with the department of school attendance and work permits.

As to compulsory school attendance, the new law changed the former ages and transferred the enforcement of the child labor law from the police department to the department of school attendance and work permits.

As to compulsory school attendance, the new law changed the former ages of 8 to 14 years to 7 to 16 years; set up an educational standard of completion of eighth-grade education for every pupil between the ages of 14 and 16 years leaving school for regular employment; provided for the excusing by the Board of Education from further attendance of pupils unable mentally or physically to profit from school attendance; required the Board of Education to define valid excuses for absence of pupils from school; required an accurate daily record of attendance of pupils to be kept by teachers in public, private, and parochial schools or teaching privately; required that absences shall be reported after 2-day sessions or four half-day sessions in any school month, together with a reason for the absence; and made the parent, guardian, or other person, residing permanently or temporarily in the District, responsible for the attendance of children in their charge.

This act required a census of all children between 3 and 18 years of age to be taken annually, and to be amended from day to day as changes of residence occur.

The act provided for the establishment of the office of school attendance and work permits, to which office was transferred the child-labor office, and authorized the appointment of a director, attendance officers, inspectors, clerks, and such other assistants as are necessary for the administration of the law. The act further gave the juvenile court of the District of Columbia jurisdiction over cases arising from this act.

The immediate effect of this act was to continue in attendance those pupils between 14 and 16 years of age who had not completed the eighth-grade course of study. This has not only increased substan-

tially the enrollment in the schools but has presented an additional problem of school organization, administration, and instruction, necessitating an effort to prescribe a program of instruction from which such pupils between 14 and 16 years of age might profit educationally.

FIVE-YEAR SCHOOL BUILDING PROGRAM ACT, APPROVED FEBRUARY 26, 1925

An examination in 1920 of the annual reports of the board of education for many preceding years indicated that one of the serious problems confronting the school authorities throughout the history of the public schools of Washington was the lack of adequate school buildings. Rented quarters not well adapted to school purposes, antiquated buildings, and 1-room portable schoolhouses had been in use in the public schools of Washington over a period of many years.

A schoolhouse commission, authorized in 1906 by legislation enacted by Congress, published in 1908 a voluminous report and set up a comprehensive program for relieving the situation that existed at that time. Many of the conditions complained of in 1908 continued to exist in 1920, and the cessation of schoolhouse construction during the period of the World War had added to those undesirable conditions.

A survey was made as of November 1, 1920, to determine the amount of congestion in the public schools, for the relief of which additional school buildings should be constructed. Annually throughout the period of 10 years a similar study has been made as of November 1. The earlier studies led to systematic consideration of conditions by committees of Congress. After a series of investigations extending over a period of three or four years, the 5-year school building program act was prepared by the Board of Education and enacted into law by Congress on February 26, 1925. The 5-year school building program act was intended to cover the period from July 1, 1925, to June 30, 1930.

The purpose of this act is concisely stated in section 1 of the act, which is as follows:

That it is the purpose of this act, which shall hereafter be known as the 5-year school building program act, to provide a sufficient number of school buildings to make it possible: To abandon all portables; to eliminate the use of rented buildings; to abandon the use of undesirable rooms; to reduce elementary school classes to a standard of not more than 40 pupils per class; to provide a 5-hour day of instruction for elementary school pupils, thereby eliminating part-time classes; to abandon all school buildings recommended for immediate or early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high-school pupils, thereby eliminating the "double shift" program in the high schools; to provide for the annual increase in enrollment of pupils during said 5-year period; and in general to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations.

The effect of the passage of this law was far-reaching. It definitely defined in law a program of schoolhouse construction necessary to accommodate adequately the public-school children of Washington by June 30, 1930. It familiarized the people of Washington with the needs of the different sections of the city. While the law only

authorized a program of schoolhouse construction and did not make appropriations therefor, nevertheless the 5-year school building program act placed moral obligation on all those having to do with appropriations to provide schoolhouses for the relief of the public schools of Washington from serious congestion that had existed over a long period of time. The law itself specifically provided for the purchase of land or the construction of buildings that might be made necessary by the development of conditions that were not foreseen when the act was passed, thereby making it possible for the appropriating authorities to modify authorizations for land and buildings carried in the bill or to include other projects to meet changed conditions.

TEACHERS' RETIREMENT ACT, AS AMENDED, APPROVED JUNE 11, 1926

The original teachers' retirement act was approved January 15, 1920. After its operation over a period of six years it became apparent that the law should be substantially amended. The chief reason for the amendment of the law was the teachers' salary act in 1924, which substantially increased the salaries of teachers. Since the retirement annuity was based on the salary received by the annuitant, and since that salary had changed, a change in the retirement law was obviously desirable.

The year 1926 marked the passage of legislation amending the teachers' retirement act, providing increased annuities for retired teachers in the District of Columbia public schools. This increase in the annuity was brought about by a larger contribution on the part of the teachers and by an increase in the amount contributed by the Government as its share toward the teachers' annuity fund.

The extent of liberalization is indicated by comparisons of these typical cases:

	Old annuity	New annuity
Minimum years of service, retirement at 62.....	10.....	10.
Maximum years of service, retirement at 62.....	Unlimited.....	40 years prior to July 1, 1926, and unlimited thereafter.
Maximum annuity allowed for maximum years of service and retirement at 70 (based on 60 years of service at average salary of \$2,000).	\$1,200.....	\$1,600
Minimum annuity allowed for compulsory retirement before 62 for physical or mental disability (based on 15 years of service at average salary of \$2,000).	\$420.....	\$600.
Maximum annuity allowed for compulsory retirement before 62 for physical or mental disability (based on 41 years of service at average salary of \$2,000).	\$130.....	\$173.50

This legislation for the liberalization of the pension of teachers has tended to increase the efficiency of the teaching staff of the public schools of the District of Columbia, inasmuch as teachers who have given the best years of their lives to the public-school service are not so hesitant about retiring and the Board of Education is less reluctant to force retirement in case of undoubted disability due to advanced age or lowered physical condition when adequate annuity is available. This liberalization of annuity has worked, therefore, in the interest not only of teachers but of the pupils of the District public schools.

REPORT OF THE BOARD OF EDUCATION

CHILD LABOR LAW, APPROVED MAY 29, 1928

The act to regulate the employment of minors in the District of Columbia was enacted for the purpose of remedying the weaknesses of the child labor law passed in 1908. The effect of the new child labor law can best be described by indicating the weakness of the former child labor law, which it was the purpose of the new law to improve. The former law did not provide adequate machinery for its enforcement; allowed children of 12 years of age to work if handicapped by poverty; did not limit the hours of night work of young people; allowed young people to engage in gainful occupations that are considered physically or morally hazardous; and provided no penalties for the street-trade provisions. All of these conditions were corrected in the new law.

EXEMPTING BOARD MEMBERS FROM PERSONAL LIABILITY, APPROVED
JANUARY 26, 1929

The report of the Senate Committee on the District of Columbia regarding this bill clearly describes the purpose of this act, said report being as follows:

In the performance of its official duties, in good faith, the Board of Education sometimes performs administrative acts which result in suits against it for additional salary, promotion, etc. In such cases, where judgment is rendered against the board and costs assessed, a cloud is put upon the title to property of individual members of the board until the district finally pays such costs. This hinders and obstructs members of the board in disposing of their own property.

The bill reported, as amended by the committee, relieves the members of the Board of Education of personal liability for damages or costs for any official action of the board performed in good faith. It further provides that costs arising out of suits against the board shall be charged to the District of Columbia, and that neither the board nor any of its members shall be required to give any supersedeas bond or security for costs or damages on appeals of such suits.

The bill as amended does not relieve members of the Board of Education of personal liability in cases of official conduct of a tortious nature or involving misfeasance or malfeasance on their part.

FREE TEXTBOOK LAW, APPROVED JANUARY 31, 1930

The free textbook law required the Board of Education to provide pupils of the public schools, except in teachers colleges, with the use of all textbooks and other necessary educational books and supplies free of charge. While free textbooks and educational supplies have heretofore been furnished pupils in grades 1 to 8 in the public schools, there has been no legislation authorizing appropriations for this purpose. This act not only gave legal authorization for the furnishing of free textbooks and supplies to elementary-school pupils but extended that privilege to junior and senior high-school pupils. (For additional information, see pp. 11-12.)

TEACHERS' SALARY ACT AS AMENDED, APPROVED FEBRUARY 28, 1929

(Affecting teachers in junior high and vocational schools)

These amendments to the teachers' salary act were sought by the Board of Education not to raise or change teachers' salaries but in order to remove from the field of controversy certain provisions of the law relating to promotions and appointments.

Certain explanatory matters relating to salary schedules for junior high-school teachers was the subject of misunderstanding and prompted appeals by teachers for promotions which, in the opinion of the Board of Education, were not thought to be desirable or within the meaning of the law. The passage of this law repealing that explanatory matter eliminated any ground for differences of opinion regarding the eligibility of teachers for promotions to the 2C salary class, since section 2 of the above law specifically gave the Board of Education the authority to prescribe such methods of appointment or promotion as the board may deem proper, subject, of course, to the provisions of law.

Section 3 of the act was intended to correct partially an injustice to a group of 75 or 80 junior high school teachers who were actually promoted from elementary school salaries to junior high school salaries but who were not given the benefit of \$100 for such promotion, which benefit had been extended by the law to every teacher experiencing the same promotion since the teachers' salary act went into effect in 1924. The fact that the act was not passed until 1929 made section 3 of no force and effect, since the relief provided therein for said teachers came too late to accomplish its purpose.

Section 4 made it possible for the Board of Education to allow credit for approved experience in the trades to those trade teachers who come from the trades into teaching. Heretofore persons coming from the trades into teaching positions in trade schools could only be paid \$1,400, the basic salary of that schedule, since practically none of them had had experience in teaching. This provision did not change the salary schedule, but it did permit the Board of Education to give credit for trade experience, thereby making it possible for the board to pay persons of experience in the trades as much as \$1,800 as an initial salary.

ESTABLISHMENT OF TEACHERS COLLEGES. APPROVED FEBRUARY 23, 1929

The appropriations act for the fiscal year ending June 30, 1930, carried the following legislative provision, materially changing the public institutions in the District of Columbia for the training of teachers:

Provided, That effective July 1, 1933, that portion of section 3 of the act of the legislative assembly of the District of Columbia, approved June 23, 1873, entitled "An act to establish a normal school for the city of Washington" (sec. 12, ch. 57, of the compiled statutes in force in the District of Columbia), which provides that the graduates of the normal schools in the District of Columbia shall have preference in all cases when appointments of teachers for the public schools are to be made, is hereby repealed: *Provided*, That the Board of Education is hereby authorized, under appropriations hereafter to be made, to expand the two existing normal schools into teachers colleges, and at the end of the fourth year thereof to award appropriate degrees.

The legislation creating the normal schools in the District of Columbia, approved June 23, 1873, gave graduates of the normal schools in the District of Columbia precedence in all cases of appointment in the elementary schools of the District of Columbia. The effect of this provision in recent years was to preclude the possibility of appointing any teachers trained in other teacher-training institutions, because the supply of graduates from the Washington normal schools was sufficient to fill all positions. Obviously this provision of law made it

impossible to appoint even the most efficient experienced teachers from elsewhere to the schools of Washington. Accordingly, the above provision of law removes that preference after July 1, 1933, when the first class will be graduated from the 4-year teachers' colleges.

The second part of the above-quoted legislative provision established teachers' colleges in place of the two existing normal schools and authorized the Board of Education to confer appropriate degrees on persons satisfactorily completing the 4-year course. It was the purpose of this legislation to set up teacher-training institutions in the District of Columbia comparable with corresponding institutions in the States.

The effect of this legislation on the public schools of Washington will be far-reaching. The teachers' colleges will provide a thorough-going 4-year professional course of training for elementary-school teachers and for certain teachers in the junior high school, open to qualified residents of the District of Columbia and others, and maintained at public expense. The establishment of these teachers' colleges also makes it possible for the Board of Education to establish a college degree as a requirement for appointment of all teachers in the elementary schools of Washington. The establishment of such a standard will place Washington among the leading cities of the country in the amount of professional training required of elementary-school teachers.

CHAPTER 4. CHANGES IN SCHOOL ORGANIZATION

In a democracy the people place great value on public education. In this Nation the function of providing public education is left to the respective States of the Union. Within the States, even in those where there is the largest amount of State supervision and control, large authority over the schools is left to local communities. Because of the absence of a central directing control of the public schools in either States or Nation, the local communities have set up varying types of organization that they have deemed appropriate to meet local conditions. The purpose of any school organization is to secure a maximum of educational achievement with the expenditure of a given amount of money and effort. Progressive school systems are continuously studying ways of improving the established organization. The introduction of junior high schools into Washington in 1919, the extension of vocational schools in recent years, the reorganization of the normal schools and kindergartens, and the establishment of teachers' colleges represent systematic efforts to improve the school organization in the District of Columbia in order that the school system may be more efficient.

REORGANIZATION OF KINDERGARTENS

In 1920 kindergartners taught from 9 until 12 o'clock and for the most part received a salary below that received by elementary-school teachers. Kindergartners were free during the afternoon from assignments except on those afternoons when meetings or conferences were called or when they were visiting the homes of pupils. Each

kindergarten class as a rule had two teachers known as kindergarten principal and kindergarten assistant. The kindergarten principal received a somewhat higher salary than the kindergarten assistant and was usually the senior teacher.

In 1920 the 5-hour teaching day was adopted for all kindergartners and first and second grade teachers. Under this plan kindergartners and teachers of part-time classes were expected to render professional service in their respective schools during that portion of the school day in which they were not instructing their respective classes.

The teachers' salary act of 1924 established the same salary schedule for kindergartners and elementary-school teachers. Accordingly, more definite afternoon programs of duties were established for all kindergarten teachers, and they were assigned to work of various kinds, cooperating in classroom instruction in the lower grades or work on other definite professional assignments within the building or elsewhere.

In 1927 the Bureau of Efficiency made a survey of the public-school system of Washington to determine the need for additional teachers, including a systematic, thoroughgoing study of kindergarten organization in Washington. The bureau found that in comparison with other cities Washington has a larger number of kindergartners in relation to the number of pupils instructed.

Following the report of the Bureau of Efficiency, a policy was adopted by the Board of Education looking toward a more effective organization and operation of kindergartens, particularly in relation to the number of pupils per kindergartner. Moreover at the same time a more definite policy with regard to the afternoon assignments for kindergarten teachers was also established. In connection with reorganization of kindergartens it is interesting to observe that from 1920 to 1929 the number of pupils per kindergartner based on the average number belonging during that period has been gradually increased as follows:

Year ending June 30	Pupils per teacher	Year ending June 30	Pupils per teacher
1921	16.9	1926	18.2
1922	17.0	1927	20.9
1923	16.2	1928	22.5
1924	16.1	1929	23.6
1925	16.2	1930	26.1

The most far-reaching reorganization of the kindergartens, however, is necessitated by the action of Congress in connection with the appropriations act that became effective July 1, 1930. On the assumption that there are too many teachers in the kindergartens for the number of pupils taught, Congress by legislation legalized the transfer of qualified kindergartners to teach in grades 1 to 4 of the elementary schools, and by that means aimed to provide teachers for filling vacancies as they occur in the elementary schools. The conferees on the appropriations bill agreed that there should be a reduction in the number of kindergarten teachers until there should be in the kindergartens of Washington not more than one teacher for every 25 kindergarten pupils in average daily attendance. Obviously this reorganization, beginning with the school year 1930-31, will result in a drastic modification of past kindergarten practice.

Owing to the reorganization of the school system of Washington from the so-called 8-4 plan of organization to the 6-3-3 plan of organization providing for the introduction and extension of the junior high school, the whole school system has undergone some readjustments in order to make provision for the organization of grades 7, 8, and 9 in the junior high school. This introduction of the junior high school, together with other attempts to improve the educational program of the elementary schools, is briefly outlined in the following statements:

Due to junior high schools.—The junior high school has taken the seventh and eighth grade classes from the former traditional elementary school of eight grades. As a result, the courses of study in the elementary school of six grades have had to be readjusted so that both educationally and administratively there would be no abrupt change when a pupil passes from the completion of the sixth grade in an elementary school to the beginning of the seventh grade in a junior high school. Manual training, domestic science, and domestic art, as well as academic subjects of instruction have been affected by the introduction of junior high schools.

Specialized phases of elementary education.—Serious effort has been made to adapt the elementary school educational program to the varying needs and capacities of pupils of elementary school age. The following brief statements will indicate some of the developments which have taken place during the past 10 years.

Atypical classes have been reorganized through the introduction of a better plan of selecting pupils for such classes; by a modification of the educational program; and by the systematic establishment of such classes in more convenient centers throughout the city.

Ungraded classes have been reorganized by the separation of the subnormal children from the disciplinary children by assigning teachers who have a better understanding of the maladjusted child and by the introduction of manual training and typing and other forms of hand work.

The health schools for children suffering from tuberculosis have been cared for in the case of white children in a new up-to-date building, constructed for that purpose in 1925, and in the case of colored pupils in the Toner School, reconstructed for that purpose, but leaving much to be desired for the proper care of such children. Transportation of pupils attending the health schools has been provided. A site has been acquired outside of the District of Columbia in Maryland for the erection of a sanitarium for children suffering from tuberculosis. This institution will more adequately provide for many pupils suffering from that disease and its establishment will undoubtedly substantially affect the enrollment and type of work that will be carried on in the health schools in the future.

Two open-window classes have been conducted for many years for anemic children—one in divisions 1 to 9 and one in divisions 10 to 13.

Special attention is given to the feeding of these children as well as to the development of proper habits of rest.

White deaf children of the District of Columbia are instructed at public expense in the Columbia Institution for the Deaf.

Colored deaf children of the District of Columbia are instructed at public expense at the Maryland School for the Blind at Overlea.

White and colored blind children of the District of Columbia are instructed at public expense at the Maryland School for the Blind at Overlea.

Two schools for crippled children, one for white children and one for colored children, were organized in November, 1929, the former at the Weightman School and the latter at the Magruder School. The buildings were reconstructed for such use; transportation was provided for the pupils at public expense; and a limited amount of equipment procured for these classes.

Lip-reading classes for hard-of-hearing children have been introduced in order that children may be able to profit more fully by regular classroom work.

Speech correction work with individuals or with classes has been carried on since 1922. This work is carried on by specially trained teachers to the end that serious cases of speech defects may be improved or entirely corrected.

The above enumeration of the specialized phases of elementary school work will give some idea of the kind and variety of work necessary to provide reasonable educational opportunities for handicapped children.

BETTER CLASSIFICATION OF ELEMENTARY-SCHOOL PUPILS

The public schools are organized for the purpose of providing efficient instruction for the pupils who attend. School officials are continuously prompted by a desire to improve the instruction offered. Classroom instruction can be improved by better classification of pupils into classes, improved courses of study, better trained teachers coming into the service, and improvement of teachers already in the service. All of these possible ways of improving instruction have received consideration during the 10-year period covered by this report.

Parents and teachers have always recognized that differences exist among children. Scientific educational research reveals striking differences among children and also shows how great those differences are. Homogeneous grouping of pupils into classes in accordance with their individual needs and capacities has been very generally followed in the elementary schools and to some extent in the junior and senior high schools. (For more detailed report see pp. 80, 81, 92, 93.)

EXTENSION OF THE JUNIOR HIGH SCHOOL SYSTEM

In 1919 two junior high schools were opened, one for white pupils and one for colored pupils. The success of these two experimental schools led to the erection of two modern junior high schools in 1923 and the establishment of junior high schools in several reconstructed buildings.

In the period from 1923 to 1930 Washington has taken a position of real leadership in the development of the junior high school as an educational unit in a public-school system. Modern buildings have been erected, definite standards for teacher preparation have

been established, a salary scale for teachers recognizing adequate preparation has been secured, and a curriculum of progressive education for early adolescence has been developed.

To-day in the public schools of the District of Columbia the junior high school type of organization is about 65 per cent complete in divisions 1 to 9 and about 77 per cent complete in divisions 10 to 13. New schools now authorized will, within the next two years, bring the junior high school organization to within approximately 90 per cent of completion in divisions 1 to 9 and about 95 per cent in divisions 10 to 13.

READJUSTMENT OF THE SENIOR HIGH SCHOOL

As the elementary schools have been affected by the introduction of the junior high schools, so the organization of the senior high schools has had to undergo some modifications as a result of the introduction of the junior high schools. When the junior high school system shall have been completely organized, the senior high schools will have no new pupils entering to pursue ninth-grade work. All ninth-grade work will be provided in the junior high schools.

Administratively, it is the aim to provide for as easy transition from the completion of the ninth year of the junior high school to the tenth year of the senior high school as is the transition from one grade to another within the senior high school. Obviously, this involves close articulation of subject matter taught, adjustment in methods of teaching, and similarity in administrative procedure within the schools themselves. All these have had systematic consideration in the readjustment of the senior high schools made necessary by the introduction of the junior high school into the school system.

REORGANIZATION OF NORMAL SCHOOLS

On the basis of a survey conducted by the Bureau of Education at the request of the Board of Education of the District of Columbia, the normal schools were reorganized in 1927. This reorganization covered the establishment of a kindergarten-primary course as one unit, a more systematic plan of supervised observation and practice teaching, the extension of the course of study in physical training and home economics, the establishment of higher standards for appointments to the faculty, and the establishment of a plan for admitting those high-school graduates who present the best scholarship records.

The significance of these changes was the lengthening of the normal school course from two years to three years, beginning with the school year 1927-28, and the subsequent raising of the eligibility requirements of elementary school teachers to three years of professional training above the high-school level.

ESTABLISHMENT OF TEACHERS COLLEGES

The annual report for the year 1928-29 gives a historical sketch of the development of the teachers college idea in the District of Columbia. The suggestions of a teachers college in connection with the

junior college movement is recalled and was renewed during the discussion concerning the extension of the normal school from two to three years. The report indicates how action was precipitated following the hearings before the subcommittee of Congress growing out of the discussion of the provision of the act of June 23, 1873, which "Provided that graduates of this school (normal school) shall have preference in all cases when appointments of teachers for the public schools are to be made."

The appropriation bill for 1930, when finally enacted into law, canceled this provision of the law, to take effect July 1, 1933, and in lieu thereof authorized the Board of Education to expand the two normal schools into teachers colleges and at the end of the fourth year thereof to award appropriate degrees. (See also p. 110.)

Under date of April 17, 1929, the Board of Education approved orders establishing the teachers colleges as of July 1, 1929, which protected the status of pupils then enrolled in the normal schools and designated the changes to be made in the administrative and teaching staffs of these institutions for the purpose of converting the normal schools into teachers colleges.

On July 1, 1929, the Board of Education established entrance requirements and limitations of enrollment in the teachers colleges.

The course of study for the first year of the teachers college was approved at the meeting of the Board of Education held June 26, 1929. The second year of the course was agreed upon by the board on May 21, 1930. Although courses for the third and fourth years have been worked out and informally discussed with the Board of Education, no action has been taken, because the school officials desired to give further study to the courses for these later years.

The teachers colleges have been in operation for one year under the normal-school arrangement. This condition changes with the opening of the next school year. The appropriation act for 1931 carries provisions for a president and four professors for each of the two colleges. It authorizes, also, the expenditure of \$30,000 for the necessary remodeling, painting, and equipping of the Wilson and Miner Normal Schools for use as teachers colleges.

The importance of the establishment of the teachers colleges lies in the far-reaching effect that better prepared teachers will have upon the public schools. Formerly the elementary-school teachers received two years of professional training. Recently the normal-school courses were lengthened to three years. After July 1, 1933, when the first classes will be graduated from the 4-year teachers colleges, the eligibility requirement for all elementary-school teachers will be four years of professional training leading to an appropriate degree.

EXTENSION OF VOCATIONAL SCHOOLS

Up to 1920 there had been established in the public schools of the District of Columbia the following vocational schools: Smallwood, Cardozo, and Margaret Murray Washington. With the establishment of the Jefferson Junior High School, the vocational work of the Smallwood School was transferred to that school. In 1925 the Abbot Vocational School was established to provide vocational edu-

cation for boys in divisions 1 to 9. This school, organized on the basis of trade instruction, has received increasing support from the public and the pupils. It has outgrown the facilities offered at the Abbot School Building, and at the close of the school term in 1930 the entire school was transferred to the Columbia Junior High School Building, utilizing such space as was not needed by the junior high-school organization in that building.

⁴⁻¹¹ In 1926 the Dennison Vocational School was organized to provide vocational work for girls in the first nine divisions. This school is receiving fine support and is filling a felt need for the education of girls who look forward to entering vocations open to women. In 1923, when the Randall Junior High School was established in the Cardozo Building, the Cardozo Manual Training School was transferred to the Phelps School Building, and subsequently has been known as the Phelps Vocational School for boys in divisions 10 to 13.

The capacity of the Margaret Murray Washington Vocational School for girls in divisions 10 to 13 has been more than doubled by the erection of an addition to the building in 1928. *See*.

There has also been some vocational work at night under circumstances far from satisfactory. A better location, more modern equipment, and elective opportunities would probably lead to increased interest.

The school authorities, as well as the public, recognize that only a beginning has been made in the field of vocational education in Washington. Undoubtedly more rapid progress may be expected in the immediate future as a result of the attention given the subject of vocational education during the school year 1929-30. (See pp. 33, 73.)

STANDARDIZATION OF EVENING AND SUMMER SCHOOLS

The most important development in the organization of evening schools has been the standardization of the school year by fixing a regular date for opening and closing the evening schools. This has made it possible to work out a more systematic program of instruction in each subject. This makes it possible for students who enter on a year's program of evening high school instruction to ask higher institutions of learning to recognize units of work done by night school pupils in such standardized evening high schools.

The summer schools have developed from "vacation schools and playgrounds," emphasizing the manual arts and play, into systematic summer schools, emphasizing the academic instruction necessary to make it possible for pupils to make up work and maintain their places with their respective classes during the subsequent school year. Some of our best teachers are enlisted in summer school work, and in a period of 30 school days they review the year's work with pupils who are, for one reason or another, not up to the required standard in their work. The result is not only a real educational achievement for the pupil, but the minimum amount of money expended frequently saves the much higher cost of the instruction for a pupil who otherwise would be required to repeat a half year or a year's work.

GROWTH OF AMERICANIZATION WORK

The statistical report for 1919-20 gave an enrollment of 615 men and 218 women, making a total of 833, in the Americanization school.

Ten years later, in 1929-30, we find 1,151 men enrolled and 935 women, making a total of 2,086. In the last 10 years there has been an increase in the number of countries represented by students in the school. In 1920 there were 21 nationalities and in 1930 students came from 53 different countries. The Bureau of Naturalization reports show that 286 certificates of naturalization were issued during the past year in the District of Columbia. Fifty per cent of these had been trained in the Americanization School.

In 1920 the organization of the classes was crude. General grading was dependent upon teacher opinion. In 1930, students are pretested for placement in classes, and achievement records are the basis for promotion from one class to another, or from one group to another within a class.

Studies have been made of individual needs of students, and subject matter and method are adapted to individuals. Standards have been established for promotion and transfer to high schools and grades. Correlation between day and night classes has been developed in order that a student may attend either class as his work varies and not lose thereby.

CHAPTER 5. IMPROVING SCHOOL ADMINISTRATION

There was a time when the public school concerned itself largely with book learning; when the course of study prescribed was largely in terms of academic instruction based on prescribed reading from books; and when the methods of instruction consisted largely of assigning lessons in books to be learned by pupils, with recitations during which teachers asked questions to determine whether the pupils had satisfactorily mastered the assigned lessons. Such a school was quite isolated and existed largely apart from the current of public affairs.

To-day the public school is concerned with the development of the personality of individuals as completely as possible, both for the sake of the individual and for the sake of society. Its prescribed program of instruction consists not merely of mastery of books but provides activities and experiences for pupils by means of which they are to educate themselves through self-activity. Books are mastered by pupils to stimulate further thought and action on their part. Skills in arithmetic, spelling, reading, and other subjects are developed because children feel a need for them and because they can make real use of them in their further education. The methods of instruction are intended to develop the initiative of pupils and encourage them in independent thought and action. Such a school aims to provide situations in which the pupils may develop those interests and exercise those activities in which children of their age are interested. It is the function of the school to develop appropriate ideals of conduct and to substitute worthy for less worthy ideals. Such a school, directed and controlled by trained teachers, aims to be a counterpart of child life outside of school. The school of to-day does not and can not set itself up apart from community life, but undertakes, on the contrary, to maintain itself as an essential part of the child life of the community. The progressive school of to-day can not consider itself apart from the current of everyday affairs.

The organization and administration of a school system to-day, therefore, must recognize the place of the school in public affairs. Cooperation among all of the agencies concerned with public education is essential. During the 10-year period covered by this annual report a systematic attempt has been made to organize a cooperative procedure in which all agencies having to do with public education might participate.

The successful administration of a public-school system also involves creating a centralized staff sufficient in size and so organized as to secure desirable uniformity of procedure; fixing the responsibility of each officer for the performance of the functions with which he is charged; and holding every officer accountable for the successful performance of his assigned duties.

In every well administered school system, the respective functions of the Board of Education and the staff of educational employees of the board are clearly defined and observed in the administration of the school system. In Washington the law prescribes the functions of the board in the following language:

The board shall determine all questions of general policy relating to the schools, shall appoint the executive officers hereinafter provided for, define their duties, and direct expenditures.

The general policies relating to the schools that have been adopted by the Board of Education during the past 10 years are to be found throughout this annual report.

IMPROVING SCHOOL ADMINISTRATION THROUGH COOPERATION

The various changes that have taken place during the past 10 years, looking toward the improvement in the administration of the school system, are organized and classified in this chapter to show the cooperation that has been developed among the administrative agencies of the school system and the public during the period under consideration. The various administrative changes enumerated herein will indicate cooperation between the school board and the public in general; between the school board and other departments of government; between officers and teachers; and other examples of cooperation.

COOPERATION BETWEEN THE BOARD AND THE PUBLIC

The school board is an administrative agency created by law for the discharge of certain functions in school administration. In the organization of the school system the school board represents the public for whom the schools are established. Cooperation between the Board of Education and the public is a logical recognition of the above relationship. The following administrative procedures of the board indicate cooperation between the board and the public:

CONFERENCES WITH CITIZENS ON THE BUDGET IN APRIL AND DECEMBER

Preparation of the school budget is one of the most important functions of the school board. In 1920 the board inaugurated a policy of holding two conferences annually on each school budget.

Preceding the systematic preparation of the budget, the Board of Education invites representatives of all the various civic organizations in the District of Columbia to send representatives to a conference with the board, and invites such representatives to present to the board in writing those items that their respective associations desire to have the Board of Education consider for inclusion in the budget. The school budget is then prepared by the school officials and the Board of Education and is forwarded to the commissioners. It then goes to the Bureau of the Budget, and in the following December is transmitted to Congress by the President of the United States as a part of the Budget for the Federal Government, including the District of Columbia.

Early in December and following the publication of the budget on its presentation to Congress, the Board of Education holds a similar conference and discusses with the representatives of the same associations the budget that the board prepared and the changes made in it on its way to Congress. The board uniformly invites the representatives of citizens' associations to support in every legitimate manner the budget presented to Congress.

These conferences have been of genuine value to the school board in giving the board a comprehensive view of the varied and manifold needs of the public schools of the District of Columbia, which a school budget undertakes to satisfy. These conferences have also been of value to the public, in that by these conferences the comparative school needs of various sections of the District of Columbia have been made apparent. This procedure has tended to unify and systematize the preparation of the school budget, and has tended to eliminate or reduce to a minimum the number of the more unimportant budgetary matters, which in the beginning form such an important part of the requests received.

ENDORSEMENT OF LEGISLATION

The Board of Education from time to time prepares bills for introduction in Congress for the improvement of the school system. It is the uniform policy of the board to ask the various organizations, chiefly those of a city-wide character, to consider and indorse if possible these various bills. The Federation of Citizens' Associations, the District of Columbia Congress of Parents and Teachers, the Public School Association, the Washington Board of Trade, the Washington Chamber of Commerce, together with the various citizens' associations and the parent-teacher associations, are consulted in the preparation, progress, and final enactment of school legislation.

ADVISORY COMMITTEE ON VOCATIONAL EDUCATION

In order that the Board of Education might have the assistance of the public in its consideration of the improvement of vocational education offered in the public schools, the board on December 18, 1929, caused the appointment of an advisory committee on vocational education. This committee is made up of representatives of the various trades and the various employers of labor in the District of Columbia. (For membership of the committee and other details see pp. 33-37.)

On November 20, 1929, the Board of Education requested that a study be made of the character-building activities in the public schools, with a view of formulating a more systematic program in character education for the public schools of the District of Columbia.

Subsequently, on February 5, 1930, the board created a citizens' advisory committee on character education, thereby calling to the board's assistance in the consideration of this important subject a group of distinguished educators and laymen deemed competent to give the board valuable advice in its formulation of a program in character training. (For membership of the committee and other details see pp. 25-31, 114.)

ACCEPTANCE OF GIFTS

Many gifts have been bestowed upon the schools by generous individuals and parent-teacher and other organizations. When such gifts were informally offered and received difficulties arose which sometimes proved embarrassing to the schools as well as to the donors. The commonest difficulty was the acceptance by school representatives of gifts that could not be adequately installed or maintained by public funds. From time to time the school organization availed itself of the generosity of its patrons by the acceptance of a gift, and then found itself embarrassed by not being able to properly place or maintain the gift. It was deemed advisable to place the acceptance of gifts upon a dignified and properly considered basis in order to make sure that the gift should be of a nature that the schools could accept and care for to the satisfaction of the generous donor. There was no intent in this action to limit gifts, but it was rather the intent to dignify and properly express appreciation of such gifts.

After a brief period of some slight misunderstanding in regard to the purpose of this action the plan has worked so satisfactorily that all parties concerned now agree that it was a wise procedure.

NAMING OF PUBLIC-SCHOOL BUILDINGS

It has long been the policy in the public schools of the District of Columbia to name school buildings after persons rather than designate them by number, as is done in some cities. This policy is based on the belief that the characteristics of an individual that would warrant naming a school building after said individual are such that they would prove an inspiration to the boys and girls attending a school bearing his or her name.

The Board of Education keeps a complete list of all names that have been suggested as worthy of adorning a school building, and considers the appropriateness of those names on each occasion when a new school building is to be named. Obviously, not all names suggested can be used, and the list of available names always greatly exceeds the number of buildings to be named.

The school officials and the Board of Education are appreciative of the public interests that has led to the suggestion of many names.

EMPLOYMENT OF MARRIED WOMEN AS TEACHERS

On May 23, 1927, the Board of Education held a public meeting with the civic groups of the community to consider the suggestions that had theretofore been made to the Board of Education by individuals and representatives of citizens' associations that the procedure then in force relative to the employment of married women as teachers be materially modified. In the call for this public meeting the secretary submitted to each individual and organization a memorandum as a guide to outline the scope of the investigation of the board at its meeting. Each individual or representative had been asked to bring this matter to the attention of their respective associations and secure, if possible, definite action by the organization.

Up to that time it was the policy of the board to employ married women as teachers. In calling the conference the board announced that no change was contemplated in the policy of employing married women or taking any other action on the matter until public opinion on the subject had been organized and had expressed itself to the board.

The investigation was extended over into the fall, because many organizations did not meet during June, and hence could take no action on the questions asked.

Subsequently, when apparently all organizations had ample opportunity to consider and take action on the matter, the secretary reported to the board that returns had been received from 70 sources; that of these 70 expressions of opinion, 57 favored married women as public-school teachers and as normal-school students; 7 were opposed; and 6 did not submit a definite opinion.

LENGTHENING THE SCHOOL DAY TO AVOID HOME STUDY

On the solicitation of a prominent patron of the public schools, the board gave consideration to the lengthening of the elementary school day, or the holding of school on Saturday, as a means of avoiding the assignment of any lessons for home study by pupils. The board submitted a referendum to various organizations of parents and citizens to determine to what extent such a change as was proposed would be welcomed by other patrons of the public schools.

The result of this referendum was overwhelmingly against lengthening the elementary-school day or providing a session of the public schools on Saturday morning. Accordingly the board took no action looking toward the modification of the established procedure.

COOPERATION WITH OTHER DEPARTMENTS OF GOVERNMENT

School business is the concern not only of the Board of Education, but of other departments of the District government. Brief comment will be made here of the cooperation between the school department and other departments of the District government without differentiating between those school functions that are officially the responsibility of the departments of the District government and those functions that are discharged cooperatively and more or less unofficially by both departments.

The board of public welfare investigates cases of children who are without proper home care. Where necessary, the board provides

children with clothing and in other ways makes it possible for them to attend school.

The engineer department acts as agent for the board of commissioners in purchasing land for school purposes, and the municipal architect plans school buildings and supervises their construction.

The fire department regularly inspects the school buildings and brings to the attention of the school officials conditions that are so dangerous as to require immediate attention. Other structural conditions are subsequently reported for the consideration of the school authorities. All matters relating to fire protection in the schools receive the joint consideration of the fire department and the school officials.

The health department, through a staff of medical inspectors, dental inspectors, and school nurses, has charge of the general health of public-school pupils. On request the medical inspectors conduct physical examinations of pupils and in the several dental clinics perform dental work for pupils who are not otherwise provided for. The health department also annually vaccinates without cost many pupils in order that they may be eligible for admission to school. The health department has given special attention to the pupils in the health schools and in the schools for crippled children.

The police department assigns members of the police force to service at dangerous crossings in accordance with the plan agreed on in conference with school officials at the beginning of each school year. The police department has also cooperated most effectively in promoting the schoolboy patrol in the public schools through the assignment of an officer from each precinct to the schoolboy patrols in that precinct.

The Public Library of the District of Columbia furnishes many supplementary books to the public schools. The plan for the distribution of these books is worked out by the officers and teachers and the staff of the Public Library. These books are supplied at the time of year when needed and are circulated among the schools in an effective manner. The Board of Education and the board of trustees of the Public Library have cooperated in working out a plan for the establishment of library centers in public schools and also a plan for the establishment of a branch library in connection with certain junior high schools where local conditions are such as to make it appear that such close association of a branch of the Public Library and a given school will be advantageous financially and educationally, as well as from the standpoint of adequate library service.

The United States Office of Education has, at the request of the Board of Education, conducted a survey of the normal schools, looking toward their improvement, and resulting in the change from a two to a three year course. This office also has under way a study and report on the development of the Park View School as a platoon school, to the end that that school may represent the typical and the best in platoon-school organization.

The Naturalization Bureau of the Department of Labor has cooperated with the Americanization school, and has given valuable assistance to the school authorities in the Americanization work leading to the naturalization of students pursuing work in that school.

COOPERATION AMONG OFFICERS AND TEACHERS

Teachers and officers are concerned respectively with different aspects of the common problem of educating children. In every well-organized school system teachers and officers respect the work of one another. In the successful administration of the school system both teachers and officers must find opportunities for making their respective contributions to the maintenance and improvement of a progressive educational program. The administration of a school system can be successful only when the intellectual and professional resources of all members of the official and teaching staff are organized and put to work in the improvement of public education, which is the most important function in which democratic communities engage.

This section contains evidence of the administrative procedure in Washington by which the educational program is considered and improved from time to time through the cooperative efforts of teachers and officers.

REGULAR MEETINGS OF OFFICERS

In 1921 a systematic plan of meetings of school officers by groups was inaugurated. From time to time the plan has been modified until now it is believed to be a most effective administrative procedure, working democratically in the interests of the progressive development of a better school system. The plan provides for the bringing together of various groups of officers for regularly scheduled monthly or semimonthly meetings. At these meetings topics dealing with significant educational movements, proposed changes in administrative practices, or the inauguration of new policies or an open forum for the discussion of any educational matter are presented for consideration and thoroughly discussed before any administrative action is taken thereon.

The groups of officers and the schedule of their respective meetings are as follows:

1. Superintendent and assistant superintendents, second and fourth Saturdays of each month at 1 p. m.

2. Superintendent and administrative officers who prepare board orders, Mondays at 2 p. m., preceding board meetings first and third Wednesdays of each month.

3. Administrative officers, supervisory officers, directors, heads of departments, assistant principals, administrative principals, and teaching principals, fourth Thursday of each month at 3.45 p. m.

4. Senior high-school principals, third Saturday of each month at 10.30 a. m.

5. Junior high-school principals, fourth Saturday of each month at 10.30 a. m.

6. Supervising principals and directors, first Saturday of each month at 10.30 a. m.

This scheduled plan of meetings has proved of far-reaching significance and value in clarifying and systematizing administrative practice and procedure; creating a unity of purpose and action among those officials responsible for the conduct of a progressively improving program of public education in their respective fields;

providing an open forum for discussing significant educational topics, thereby providing not only stimulation and inspiration but also a clearing house of current educational thought; and finally, by establishing a democratic method of conducting school business where all concerned have a voice in the shaping of policies and in determining methods to be employed in putting those policies into successful operation.

TEACHERS' COUNCIL

At a meeting of the teachers' council held November 1, 1921, a plan of organization was recommended that provided for 38 delegates of the various classes of employees of the school system. The tentative plan was approved by the Board of Education on November 2; representatives were elected by the various groups of employees; and on November 22 the organization meeting of the newly constituted council was held.

The ideals and purposes of the teachers' council are stated as follows in the constitution adopted by the council on January 10, 1922:

The teachers' council should be the means whereby the Board of Education and the superintendent on the one hand and the teaching corps on the other may arrive at a mutual understanding of school problems. The council should occupy the position of a liaison officer. It should be an agency for instruction in school matters of the Board of Education, the superintendent, the officials, and the teachers.

The teachers' council should be an advisory, not an administrative body; it should realize that it is not to usurp the prerogatives of the board or of the superintendent; it should not be a body for merely destructive criticism. Each delegate should represent fairly and frankly in the deliberations of the council the view of the group which he represents.

Endeavor should be made to have all the discussions of the council lead to action that is helpful and constructive.

The teachers' council has functioned consistently in the fullest accord with the foregoing statement of ideals and purposes.

The teachers' council has been an important factor in the consideration and development of bills to be introduced into Congress and in the enactment of those bills into law. The following legislation or proposed legislation was supported by the teachers' council:

Teachers' salary act, approved June 4, 1924.

Teachers' retirement act as amended, approved June 11, 1926.

Leave of absence with part pay bill, now in Congress.

The type of administrative matters to which the council has given attention during the past 10 years is illustrated in the following list of topics on which the teachers' council took formal action:

Early leave of absence in June of teachers and officers.

Maintaining efficiency in the group B salary class.

Meaning of the options provided in the teachers' retirement law as amended.

Definition of what constitutes a superior teacher.

Higher educational standards for administrative principals.

Plan for promotion of teachers to the group B salary class.

Comparative requirements for teachers in salary class 2C and salary class 3A.

Schedule of pay for per diem substitutes.

TEACHERS' INSTITUTE

The teachers' institute became operative in 1920 under the formal authorization of the Board of Education September 1, 1920. The teachers' institute is a voluntary, cooperative effort of the teachers and officers of the public schools of Washington to keep abreast of the latest trends in educational thought and practice. It functions through the institute committee of the teachers' council. The committee is composed of members of the teachers' council. The institute is conducted under authority of the teachers' council and with the approval of the superintendent of schools.

The institute committee selects, after consultation with the superintendent of schools, from lists submitted by members of the profession, persons deemed suitable, by reason of their standing in educational work, to deliver to the teachers lectures of two types—(a) those pertaining to the work of specific fields or departments, and (b) those of a general and often inspirational nature. These lectures occur regularly throughout the year and bring to the teaching body frequent contact with educational outlook and techniques held and practiced by leading communities of the country. The expenses of the institute are defrayed out of council funds voluntarily contributed by the teachers for this purpose.

COMMITTEES ON REVISION OF COURSES OF STUDY

In common with other cities, in 1920 Washington found itself with courses of study prepared largely before the Great War and many of such courses out of print. Accordingly a group of central staff officers was appointed to organize a plan for the systematic revision of the courses of study in the several subjects in the elementary schools through the appointment of committees of officers and teachers on each subject and to act as a reviewing committee of all revised courses of study presented by committees.

The first step in actual revision was the appointment of a committee to cooperate with the commission on curriculum of the department of superintendence of the National Education Association in the preparation of a report on the principles that should control in curriculum revision in nature study and science. This committee was made up of field officers and representative teachers from all sections of the city, from all types of schools, and included teachers from kindergarten through the sixth grade.

The committee prepared an exhaustive report, which was printed in the 1926 yearbook of the Department of Superintendence. A course of study for Washington based on the principles contained in this report was developed by this same committee, approved by the reviewing committee, adopted by the Board of Education, and put into immediate use in Washington. The service of this committee was outstanding in doing a piece of educational work of value nationally as well as locally.

Other committees were formed in the same way and revision of the following subjects begun: English, reading and literature, history, geography, and arithmetic.

The course of study in history for grades 4, 5, and 6 of the elementary schools has been completely revised by the committee of

teachers and officers appointed for that purpose, reviewed and approved by the reviewing committee, formally approved by the Board of Education, and printed for distribution in the schools.

The course of study in geography has been revised by the committee of teachers and officers, tentatively approved by the reviewing committee, and either printed or mimeographed, and distributed for trial use in the schools.

The course of study in reading and literature has been revised in part by the committee of teachers and officers, approved by the reviewing committee tentatively, and is being tried out in the schools.

The course of study in arithmetic has been prepared by the committee of teachers and officers, tentatively approved by the reviewing committee, and is being tried experimentally in the schools.

The course of study in English as originally submitted by the committee of teachers and officers was referred back to the committee by the reviewing committee for further amplification. The course has now been returned and placed in the hands of the reviewing committee.

The work in curriculum revision study participated in by so many has done much to forward cooperation, responsibility, and an intelligent understanding of the nature of the task of teaching.

COMMITTEES ON TEXTBOOKS

At the very beginning of his first year in Washington the superintendent appointed committees of teachers and officers to assist him in preparing recommendations for the adoption of new texts. These committees also made recommendations for the revision of the list of books in use. This plan not only established an agency that could give continuous attention to the important matter of suitable books for the use of teachers but it also provided teachers with an opportunity for appropriate participation in an administrative matter in which they are directly and vitally concerned. This plan has been in continuous operation during the past 10 years, and in 1930 there are four textbook committees made up of teachers and officers as follows: Elementary schools, junior high schools, senior high schools, and teachers colleges.

COMMITTEES ON HOMOGENEOUS GROUPING OF PUPILS

Individual differences and the adaptation of the schools to meet these differences has come to be an outstanding educational movement. The attempts to form X-Y-Z groups in order to meet individual differences of capacity, needs, and interests were being introduced into the schools of Washington, and many questions were being raised regarding it. In order to clarify the thinking, to systematize the procedure, and to get unity of purpose and action on the part of officials whose responsibility it was to organize classes and supervise instruction, and also in line with the policy of the superintendent to center each year the thought and study of the officers and teachers on some significant educational subject, "Homogeneous grouping of pupils" was selected as the topic for consideration in 1927.

A committee was appointed to make a survey of the field and list the outstanding problems. Subcommittees of officers and teachers

were appointed to make detailed study of some of these outstanding problems selected and to prepare an annotated bibliography. The scheduled monthly meetings of the complete staff of administrative and supervisory officers were devoted to consideration of some of these listed problems: Values of classification to pupils and teachers; criteria for grouping; adaptation of curricula and methods; rating and standards of attainment; size of group and group designation; intergroup transfer; technical certification; cost of homogeneous grouping. Formal presentation by the superintendent of a given aspect, informal discussion by members of the group was followed by the appointment of committees of officers to study the subject in more detail and to make formal report.

In the work of these committees and subcommittees over 100 officers and teachers were actively engaged and over 450 books, pamphlets, and articles were read and annotated by teachers in the field.

In this way the school system was quickly permeated with a knowledge of the reasons for and desirable results to be obtained from X-Y-Z grouping and the methods that should obtain. Misconceptions and misunderstandings that are bound to accrue with the introduction of any new procedure were cleared up, and a far better and more uniform classification of pupils was obtained, plans for modification of courses of study and methods of instruction were worked out so that greater advance in meeting capacities, needs, and interests of pupils could be made, thereby better adjusting education to the individual differences of pupils.

LEAVE OF ABSENCE PRIOR TO CLOSING OF SCHOOL IN JUNE

For various reasons each year teachers ask for leave of absence before the closing day of school in June. Among the reasons are these: To teach in summer schools, to attend summer sessions, to read papers for the College Entrance Examination Board, to make an extended tour of Europe, to attend a national sorority meeting, and to attend a national Sunday school association meeting as a delegate. Principals of schools report serious embarrassment when teachers are absent during the closing days of school, when pupils' marks are being recorded, pupils' books are being returned, and parents are inquiring about marks given their children.

On October 19, 1927, this situation was brought to the attention of the board by a member of the board, and subsequently the superintendent laid the matter before the teachers' council for consideration and recommendation. After extended and thoughtful consideration, the teachers' council set up the conditions under which the council believed early leave of absence should be given to teachers and officers, and indorsed the recommendation made by school principals that a committee consisting of teachers and principals be appointed by the superintendent to make recommendations on the various applications submitted by teachers and officers.

The superintendent and the Board of Education approved the general plan submitted by the teachers' council, and the superintendent appointed committees to consider applications received from the various groups of schools as follows:

Elementary schools: Teacher, white elementary schools, chairman; principal, white elementary schools; teacher, colored elementary schools.

Junior high schools: Teacher, white junior high schools, chairman; principal, white junior high schools; teacher, colored junior high schools.
 Senior high schools: Teacher, white senior high schools, chairman; principal, white senior high schools; teacher, colored senior high schools.

This plan for handling early leave of absence of teachers and officers has worked with a minimum of friction and with general satisfaction to both teachers and officers. The committees have uniformly made their recommendations in accordance with the policies established and after due consideration not only of the request itself but of the educational welfare of the boys and girls who would be affected by the teacher's absence.

BOARD OF INQUIRY

The improvement of the custodial service and the establishment of responsibility for difficulties arising in this field led to the establishment in 1926 of a group of school officers known as the board of inquiry. This board was composed of the first assistant superintendent in charge of white schools, the first assistant superintendent in charge of colored schools, and the assistant superintendent in charge of business affairs, representing the central office, and two representatives elected by the custodial staff.

It is the function of the board of inquiry to inquire into any closing of a school for any purpose whatsoever, to establish the reasons therefor, and to report its findings and recommendations to the superintendent of schools for his consideration and appropriate action.

Practically all the cases that have come before the board have been concerned with the closing of schools for lack of heat. The purpose of the board is as much to protect the interests of the custodial force as to attempt to fix blame. In a majority of the cases the decision of the board was that the condition had arisen on account of failure of equipment rather than failure on the part of the janitor.

The result of the establishment of this board has been to improve the morale and inspire confidence of the custodial force in the sympathetic attitude of the administration.

ADVISORY COMMITTEE ON BUSINESS AFFAIRS

On April 20, 1921, a board of apportionment was created, consisting of the superintendent of schools as chairman, the assistant superintendent in charge of white schools, the assistant superintendent in charge of colored schools, and the supervisor of manual training. The chief accountant usually met with the board in an advisory capacity. The supervisor of manual training acted as secretary. This board was created for the purpose of receiving from school officers all applications for the allotment of appropriations for the public-school system, to consider such applications, and to make recommendations to the superintendent of schools. Recommendations for the distribution of all lump-sum appropriations for the public schools are made in accordance with the law and good administrative practice.

On June 18, 1929, the name of the board of apportionment was changed to advisory committee on business affairs. The acting chairmanship of the committee was transferred to the first assistant

superintendent in charge of business affairs and the active membership of the committee now consists of the following: First assistant superintendent in charge of business affairs, chairman, first assistant superintendent in charge of white schools, first assistant superintendent in charge of colored schools, assistant superintendent in charge of white schools, supervisor of manual training in the white schools (deceased).

The chief accountant acts as secretary, and the assistant superintendent in charge of business affairs sits with the committee in an advisory capacity.

The functions of the advisory committee on business affairs will continue to be the same as the functions of the board of apportionment, which it succeeds. It is believed that the name more clearly represents the purpose and function, which have always been advisory rather than executive.

COOPERATION WITH ORGANIZATIONS

During the past 10 years cooperation has been developed not only among officers and with other departments of the District government, but has been extended to other public organizations and public agencies.

The American Association of University Women has annually contributed money to be used by the school authorities in the inauguration of some educational enterprise that could not otherwise have been begun. The research work in the public schools and various lectures on school developments by educational leaders are illustrative of the ways in which this organization has been and continues to be helpful to the public-school system.

The American Automobile Association has contributed of money and of the time of its officers in the establishment of the schoolboy patrol, which has come to be a generally established feature in the elementary schools for the protection of children against traffic accidents.

The Association for the Prevention of Tuberculosis has been instrumental in initiating and supporting several school activities looking toward the improvement of the health of school children, such as the health schools and the open-window classes.

The daily press of Washington has been consistent in its helpfulness over the past 10 years. Representatives of the newspapers in Washington regularly attend board meetings and daily call at the offices of the Board of Education for news concerning the public schools. The business transacted at board meetings and the information secured by reporters on visits to headquarters are usually faithfully reported. The news stories carried in the press, together with editorial comment, have been valuable assets to public-school interests through the creation of an intelligent public opinion about what the public schools are doing and are trying to do.

The District of Columbia Congress of Parents and Teachers, made up as it is of a membership representing the homes and the schools, is naturally particularly interested in all matters pertaining to the public schools. A representative of that organization regularly attends board meetings, and for the purpose of handling promptly

questions that arise from time to time a cooperative committee made up of school officials and officials of the parent-teacher association was appointed.

The inaugural committee in 1928 arranged an unusual display of Washington as an educational center for the many visitors gathered in Washington to take part in the inauguration ceremonies. In that general exhibit the public schools were given a prominent place.

The Juvenile Protective Association has been especially helpful in assisting the department of school attendance and work permits in investigating absences of children and visiting the homes of such pupils.

The Kiwanis Club took the leadership in organizing public sentiment in support of the establishment of classes for crippled children, and has also, through a series of broadcasts and lectures in the schools by business men, encouraged the development of vocational guidance, particularly in the junior high schools.

The Public School Art League has presented money and chosen pictures that now adorn the walls of our school buildings and are continual reminders to the pupils, the teachers, and the patrons of the schools of beauty in art.

The Twentieth Century Club gave impetus to the establishment of the department of educational research by creating public opinion in favor of establishing such a department and by raising money to assist in organizing the department and carrying on the work.

The Washington Board of Trade has regularly recognized the place of the public schools in public interest by making provision for the discussion of timely topics in their meetings from year to year. Typical of this was the meeting held toward the close of the last school year when the addresses of three university presidents and the superintendent of schools on educational matters made up the program of a meeting attended by more than a thousand men.

The Washington Chamber of Commerce has for several years acted as sponsor for broadcasting programs prior to the opening of the public schools. These programs give to the public important data of interest to the community, and particularly to school patrons.

The Washington Institute for Mental Hygiene has been organized for the purpose of giving attention to special cases of children who require psychiatric attention. The Board of Education has authorized this society to use vacant rooms in the Polk School.

It is not possible to include here an account of the work of all voluntary organizations that render service to public education. In the matter of social and public-welfare work, mention only can be made of the helpfulness of the Associated Charities, Catholic Charities, Hebrew Charity, Christ Child Society, social-service clinic at Providence Hospital, Sterling Relief Society, and the many parent-teacher associations.

In the support of the Americanization-school work and general patriotic instruction in the public schools, the following clubs and associations have contributed their interest and support: Daughters of the American Revolution, Federation of Women's Clubs, Twentieth Century Club, Women's City Club, Council of Jewish Women, American Red Cross, Civitan Club, Rotary Club, Washington Board of Trade, and Washington Chamber of Commerce.

IMPROVING SCHOOL ADMINISTRATION THROUGH ORGANIZATION OF THE EDUCATIONAL STAFF

School administration has been substantially improved in the District of Columbia during the past 10 years through the establishment of new positions, through the reorganization of existing positions, and through new assignments to members of the educational staff. In 1926 the rules of the Board of Education were completely revised to include the definition of the functions of the new positions created and to fix the individual responsibility of each officer by an accurate definition of his functions, to the end that each officer may be held accountable for the performance of his assigned functions.

ESTABLISHMENT OF NEW POSITIONS

The teachers' salary act, approved June 4, 1924, included salaries for various new positions recognized as essential in the proper administration of the school system.

FIRST ASSISTANT SUPERINTENDENTS

Two positions of first assistant superintendent were created immediately following the passage of the teachers' salary act. These two officers act as deputy superintendents, one in general charge of white schools and the other in general charge of colored schools. Subsequently, in 1929, an additional first assistant superintendent in charge of business affairs was appointed to take charge of the business side of the school system.

ASSISTANT SUPERINTENDENTS

In 1925 an assistant superintendent in charge of business affairs was appointed to take charge of the business affairs of the Board of Education. At the same time two assistant superintendents for educational research were appointed, one for the white schools and the other for the colored schools.

ADMINISTRATIVE PRINCIPALS

The salary of administrative principals is established in the teachers' salary act, and existing elementary schools have been grouped in order that administrative principals may be appointed who shall supervise more adequately the classroom teaching in their respective buildings.

Effective local supervision of instruction by elementary-school principals has been greatly hampered in our schools because of the large number of teaching principals in charge of buildings having less than 16 rooms. In addition to administrative duties these principals have been responsible for the teaching of a class of pupils. As larger buildings have been constructed and small buildings have been grouped into larger administrative units, teaching principalships have been gradually replaced by administrative principals released from the duty of teaching. In July, 1921, there were 33 administra-

tive principals in the public schools of the District of Columbia. In July, 1930, the number had advanced to 59.

Thus the direct supervision of classroom instruction has been gradually transferred from general field officers, the supervising principals, to local resident officers, the administrative principals. This reorganization of supervisory officers has reduced the number of principals and at the same time has made it possible to reduce the number of supervising principals, although the number of pupils and the number of teachers have increased considerably in 10 years.

As early as 1921 steps were taken to define more clearly the duties of administrative principals. These officers were expected to assume functions formerly vested in supervising principals. It was expected that their local responsibilities would be enlarged so that they might become recognized leaders of teachers and school patrons in their respective communities. This leadership would bear fruit in a more effective supervision of classroom work, in a more satisfactory classification of pupils, and in more productive results from the educational activities of the school.

HEADS OF DEPARTMENTS OF PHYSICAL TRAINING

Recognizing that the physical well-being of pupils is an essential consideration in every efficient school system, and to the end that the physical-training work of the junior and senior high schools might be placed on the same supervisory basis as English, mathematics, and other academic subjects, provision was made in the appropriations act for 1925 for two heads of departments of physical training, one for the white schools and the other for the colored schools.

DIRECTOR OF SCHOOL ATTENDANCE AND WORK PERMITS

The new law providing for compulsory school attendance of pupils, for a school census, and for the creation of a department of school attendance and work permits, provided also for a director for the newly created department, and the appropriations act for 1926 carried a salary for that officer.

ANNUAL SUBSTITUTE TEACHERS

The provision for the employment of annual substitute teachers makes it possible to insure a higher type of substitute service than was previously possible. Annual substitutes must possess the eligibility requirements of regular teachers and, in addition, must be teachers of experience in the fields of service in which they are to substitute. They receive the basic salary of the salary class in which they teach. This position looks toward a more effective provision for the instruction of children during the absence of regular teachers.

REORGANIZATION OF EXISTING POSITIONS

In addition to the creation of new positions as a means of improving the organization, supervision, and administration of the public schools, important changes have been made in the positions existing in 1920. These changes have to do with the number and functions

of supervising principals, the number of members on the boards of examiners for the examination of teachers, and the status of assistant directors in the schools for colored pupils.

SUPERVISING PRINCIPALS

By far the most extensive and more important reorganization of existing positions has taken place in the position of supervising principal. The law of 1906 provided for 13 supervising principals, 9 in the schools for white pupils and 4 in the schools for colored pupils. Divisions 1 to 9 uniformly refer to the schools for white pupils and divisions 10 to 13 refer to the schools for colored pupils.

In 1920 there were 12 supervising principals, the salary for the supervising principal of the second division not having been used on the retirement of a supervising principal.

In 1923 division 2 was re-created and a supervising principal appointed to the position, who had charge of a small division and inaugurated educational research in the public schools of Washington.

In 1924 the 13 supervising principalships were reduced to 12 by the consolidation of divisions 2 and 4 under one supervising principal.

In 1926 the number of supervising principals was further reduced to 10 by the consolidation of divisions 2, 4, and 8 under one supervising principal, and by the consolidation of divisions 10 and 11 under one supervising principal.

In 1929 divisions 2, 4, and 8, largely in the heart of the city, were redistributed among other divisions, and another supervising principalship abandoned.

At the close of the school year 1929-30, there were six supervising principals in divisions 1 to 9 and three supervising principals in divisions 10 to 13.

During the geographical reorganization of divisions, changes have likewise been made through the increased size of divisions under the respective supervising principals, thereby increasing their responsibilities for the supervision of teachers and pupils, and city-wide assignments have likewise been made to supervising principals. One supervising principal now has charge of the schoolboy patrol as a city-wide assignment in divisions 1 to 9 and a corresponding officer in divisions 10 to 13; another supervising principal is in charge of the school savings of public-school pupils; another is chairman of a committee on textbooks for elementary schools. These assignments illustrate the increased service that these officers are rendering to the school system as a whole.

In each case of consolidation of divisions some changes in the boundaries of other divisions took place.

DIRECTOR OF INTERMEDIATE INSTRUCTION

The director of intermediate instruction was an officer in charge of the supervision of the upper classes of the elementary school, corresponding to the directorship of primary instruction, which position had to do with the supervision of the primary grades. On the death of the director and former superintendent of schools, Mr. A. T. Stuart, in 1924, the position was abandoned.

DIRECTORS OF PRIMARY INSTRUCTION

In 1925 the position of director of primary instruction in divisions 1 to 9 was abandoned, and an additional assistant superintendent was appointed to supervise the kindergarten and first six grades. This newly appointed assistant superintendent took over the former work of the director of primary instruction and in part the work of the director of intermediate instruction, and in addition thereto became responsible for the general supervision of the kindergarten, in order that a unity of supervision would be provided of the elementary schools, consisting of kindergarten and grades 1 to 6.

In accordance with the law of 1924, the position of assistant director of primary instruction in the colored schools was changed to that of director.

ASSISTANT DIRECTORS

The law of 1906 provided directors of special subjects for the white schools and assistant directors for corresponding positions in the colored schools. The teachers' salary act of 1924 abandoned this distinction and provided officers of equal rank for the two divisions of the school system.

DIRECTOR OF HOUSEHOLD ARTS

In accordance with the general administrative practice throughout the country, when opportunity presented itself through the retirement of the director of domestic art in divisions 10 to 13, that position and the position of director of domestic science were consolidated into one position, known as the director of household arts. This consolidation of positions provided for closer correlation and more effective supervision of the instruction of girls in domestic art, domestic science, and allied subjects, and saved the salary of one director.

ENLARGED AND REORGANIZED BOARDS OF EXAMINERS

Under the provisions of the law authorizing the enlargement of the boards of examiners responsibilities heretofore carried by a small board of three members are now distributed among a board of six or seven members. The enlarged board of examiners makes it possible to select for service on the board persons well qualified to render various kinds of professional service with which the board of examiners is primarily concerned.

The teachers' salary act of 1924 created the position of chief examiner for the white schools and provided that an assistant superintendent in charge of colored schools should be chief examiner ex officio. This provision of law gave the full-time services of a chief examiner to the work of the board of examiners for white schools, made up of persons otherwise employed in the school system. This provision gave the board of examiners for the colored schools an officer ranking as assistant superintendent, who could bring his training, experience, and educational insight to the solution of the problems of that board. The amount of work involved in the examination of teachers for admission to the schools of Washington was the basis for making this provision for the chief examiners in the two boards.

NEW ASSIGNMENTS TO OFFICERS

In addition to the creation of new positions in the educational staff and the reorganization of existing positions, improvements in the administration of the school system have been brought about during the past 10 years through a modification of the official assignments to officers already in service. Two outstanding examples of this are the modification of the assignments to heads of departments in high schools and directors of special subjects in the elementary schools.

HEADS OF DEPARTMENTS

The organic act of 1906 provides for eight heads of departments in the high schools for white pupils and for four heads of departments in the high schools for colored pupils. The appropriations act for the fiscal year 1919 increased the number in the colored high schools from four to six.

Each head of department supervises his subject in the several associated high schools. This plan for the unification of the work in the high-school subjects differs from the general practice throughout the country.

The revised rules governing the work of heads of departments were finally adopted by the Board of Education on June 21, 1922. They are as follows:

10. (a) The work of the heads of departments shall be so organized and carried on as to provide for:

(1) Unification and adaptation of the work in the several high and junior high schools in the subject supervised, through visitation, dissemination of helpful suggestions, criticism of methods of teaching, and conferences with teachers and principals to the end that larger unity and increased general effectiveness shall be given to the instruction.

(2) Expert advice in this subject to the teachers, to the principals, and to administrative officers.

(3) Improvement of the courses of study through bringing to the attention of teachers and school officers the best that is being done in other cities.

(4) Outline, limitation, and content of subject supervised, by semesters.

(5) Consultation with the principals of schools in an advisory capacity on the rating of teachers within his department.

(b) Heads of departments shall be immediately responsible to the assistant superintendents and finally to the superintendent of schools, and shall perform such duties in connection with their work as heads of departments, and in such manner as the superintendent of schools may prescribe.

(c) The heads of departments are primarily general supervisory officers, and all assignments to them of teaching and other duties by the principal of the high school in which the head of department may be located are subject to the approval of the superintendent of schools.

On October 18, 1923, the superintendent made assignments to heads of departments for the supervision of instruction in the junior high schools.

DIRECTORS OF SPECIAL SUBJECTS

Originally directors of special subjects were charged with responsibility for the supervision of instruction of their respective subjects in the elementary schools.

On October 18, 1923, the superintendent made assignments to directors for the supervision of instruction in certain special subjects in the junior high schools.

On February 7, 1928, by Executive order, the functions of directors were extended to cover supervision of instruction in special subjects in the vocational schools, senior high schools, and in certain instances the normal schools, as follows:

Elementary, vocational, and junior and senior high schools, divisions 1 to 9: Domestic art, domestic science, manual training.

Elementary, vocational, junior and senior high and normal schools, divisions 1 to 9: Drawing, music, physical training (for girls). Divisions 10 to 13: Household arts, drawing, music.

Elementary, vocational, and normal schools, divisions 10 to 13: Manual training, physical training.

CHAPTER 6. IMPROVEMENT OF INSTRUCTION AND SUPERVISION

In general, instruction in the public schools can be improved through better understanding of children, discovery and correction of physical defects of children, better organization of pupils into classes, better courses of study, better use of teachers' time, better trained teachers entering the service, training of teachers in service, and effective supervision.

BETTER UNDERSTANDING OF CHILDREN

All members of the teaching profession have always known that individual differences exist among children. In recent years scientific educational research has revealed how great those individual differences are. Thoughtful school people are undertaking to recognize those differences among children and to make more adequate provision for their instruction by adapting the work of the school to the varying needs, interests, and capacities of children.

Homogeneous grouping of children is the rule and not the exception to-day in school organization in the elementary schools of Washington. Wherever the number of pupils in a given grade permits, homogeneous grouping is practiced. The introduction of intelligence tests and standardized achievement tests into the schools of Washington nearly 10 years ago was the beginning of providing more accurate information concerning individual pupils and their school needs. Educational research is at the foundation of all efforts of school people to learn more about school children, to the end that their varying educational needs may be met. It is coming more and more to be recognized as equally important in the junior and senior high schools. (See pp. 92-93.)

DISCOVERY AND CORRECTION OF PHYSICAL DEFECTS OF CHILDREN

All school people recognize that the health and physical welfare of the pupils is fundamental, affecting as it does the attendance of pupils at school and even conditioning their pursuit of instruction when in school.

During the last 10 years the public schools have manifested a deep interest in the physical welfare of pupils. In the annual report for the year 1920-21 this subject was discussed under three major headings: (1) Instruction in physical well-being, (2) discovery and correction of physical defects, and (3) play and recreation.

Under the first topic the need for giving that type of instruction by which the individual pupil will profit most was recognized. In addition, the development of the proper interest among pupils in their physical well-being was urged, and a course of study that emphasizes various health habits was advocated.

In considering the important work of discovery and correction of physical defects, the splendid achievements of the medical inspection service were recorded. An extension of personnel in the staff of the medical and sanitary service so as to make it possible "to examine physically all elementary and high-school pupils, to detect physical defects, to advise parents regarding undernourished pupils, and to extend throughout the school system the amount of medical and sanitary service now limited by the size of the present staff" was urged.

Important recommendations were made in connection with the third topic, play and recreation. They were:

1. That adequate play space be provided for every new school established in the District of Columbia.
2. That systematic efforts be made on the part of the Board of Education and school authorities to equip satisfactorily for play purposes all school yards now available but unequipped.
3. That a new item be carried in the next budget for the purchase of equipment to replace worn-out playground equipment.
4. That a new item be included in the next estimates to provide compensation for supervisors of playgrounds after school hours and during the vacation period.

Each year has seen steady progress in the realization of the aims for health education. Officers and teachers are seeking to build proper health habits and to stimulate pupils to appreciate the value of bodily care. On July 1, 1924, heads of department in physical training in the high schools were appointed, and a thoroughly progressive course in physical education is being established in the Washington high schools.

Much interest has been manifested by local civic bodies in the future policy of the health schools and the establishment of classes for crippled children.

During the second session of the Seventieth Congress legislation was enacted looking toward the construction of a sanatorium for tuberculous pupils.

Provisions were made in the appropriation act for 1930 for the employment of two physiotherapists and the transportation of crippled children to and from a special school.

Concerning playgrounds, the Board of Education has adopted the policy of undertaking to secure 4 or 5 acres of land for an elementary school, 5 or more acres for a junior high school, and correspondingly larger tracts for high schools. Annually eight additional school yards have been equipped for play purposes, so that gradually those schools with suitable grounds have been equipped.

The general movement known as the summer round-up, which has for its purpose the correction of remedial defects of children before they enter school, and which has been enthusiastically supported by the District of Columbia Congress of Parents and Teachers, is a recognition of a worthy purpose, and the results will undoubtedly be beneficial to individual pupils as well as helpful to the school

system in eliminating physical conditions of children that would otherwise impede their educational progress.

BETTER ORGANIZATION OF PUPILS INTO CLASSES

The progress of a pupil through school depends in many cases on the age and condition of the child when he is admitted to school. If he is of proper age and his remedial physical defects have been corrected, his progress is more likely than is the progress of the child who is underage or immature in mental development and possesses physical handicaps. Recognizing these facts, on September 11, 1920, the following executive order was issued relating to the entrance age for pupils in kindergarten and grade 1:

During the first half of the school year children 5 years of age and upward by November 1 may be admitted at the opening of school in the order of application to those kindergartens which are most convenient for them to attend.

For the second half of the school year the same procedure shall be followed, but March 15 shall be substituted for November 1.

Children 6 years of age and upward by November 1 may be admitted to grade 1 during the period of enrollment for the first half of the school year.

Children who are 6 years of age or over by March 15 may be admitted to grade 1 during the period of enrollment for the second half of the school year.

In view of the fact that some children are more mature mentally and physically than others, provision has been made in more recent years for the examination of children whose birthdays fall in November, whose parents consider them sufficiently mature to enter kindergarten or first grade. These examinations are conducted by the research departments, and the children are admitted if the examination shows that they are likely to be able to profit by the program of instruction.

The adoption of this policy has not only given administrative officers a definite and sound basis for enrolling pupils, but it has also been the means of improving the instruction in kindergarten and first grade because of the absence of those pupils who, if admitted, would have been a drag on the progress of the class. As a result the percentage of promotion has substantially increased since the adoption of this policy.

Promotions are made semiannually in the public schools of Washington. A pupil who fails in a semester's work under the plan of semiannual promotions repeats only a half year rather than a full year under the annual promotion plan. Recognition of individual differences among children and the homogeneous grouping of children into classes is a further step toward a refinement of school organization beyond that heretofore practiced when all pupils of a given grade in a given school constitute one class. Under semiannual promotions each grade is divided into two divisions, A and B, the B division being a half year ahead of the A division.

The establishment of special classes, such as atypical, ungraded and lip reading, is a further indication of homogeneous grouping of children, which was introduced long before educational research played as important a part in school organization as it does to-day.

The establishment of health schools, schools for the deaf, blind, and crippled children are further examples of homogeneous grouping of children in accordance with their physical and mental needs.

The size of class is an important factor in controlling the quality of instruction. Oversized classes mean mass instruction. Mass instruction must inevitably overlook individual differences and individual needs. It is gratifying that in the school system of Washington in the past, for the most part, classes have been kept at a size that could reasonably be instructed by an individual teacher. On the other hand, small classes of normal children are uneconomical financially and unnecessary educationally. Small classes of abnormal children are necessary, since individual instruction rather than class instruction is essential.

BETTER COURSES OF STUDY

The cooperative method of preparing courses of study has been discussed elsewhere in this report. (See pp. 79-80.) To-day the child rather than the course of study is considered the center of the educational problem. Even accepting this point of view, the course of study is a vital factor in classroom instruction. In recognition of this fact, systematic progress has been made in the reorganization, revision, and publication of the courses of study for the elementary schools.

Courses of study for the junior high schools, covering all subjects, have been completely organized and put into effect during the 10-year period.

High-school principals and heads of departments have also given attention to the improvement of courses of study in the several subjects taught in the senior high schools.

BETTER USE OF TEACHERS' TIME

Prior to 1919 kindergarten, first and second grade teachers were the lowest paid in the system. Kindergartners had then a daily teaching program of three hours, and many first and second grade teachers a program of three and one-half hours.

On October 20, 1920, the Board of Education adopted a 5-hour teaching day for kindergarten, first and second grade teachers. The policy was adopted (1) for the protection of these teachers in any future salary adjustment, (2) to improve teachers and teaching for the benefit of the children, (3) to enrich the general programs of elementary schools through the contribution these teachers could make.

No administrative act in years has done more for educational progress than this. It has established a recognition of the status of the teachers affected; has given a feeling of security to these teachers; has enabled principals through the help of these teachers to better classify the children of their buildings; has helped to give enrichment in music, rhythm, and dramatics; has helped to provide a better and fuller health program in each building; and because the service of these teachers is not confined to one grade or unit, it has done much to integrate the elementary school into a unit.

Owing to crowded conditions, many first and second grades are still on a part-time schedule, but the teachers of these classes and of kindergartens contribute to the advancement of the school by rendering a full 5-hour day of teaching service.

Beginning with the school year 1929-30, the high-school day was extended 30 minutes by advancing the time of closing from 2.30 p. m. to 3 p. m. This action was taken on recommendation of the senior high-school principals. It was represented by the high-school principals that one of the outstanding needs of our high schools to-day is a period with a section-room teacher of sufficient length to allow that teacher to present to the pupils the many problems connected with their membership in high school. Before the above action was taken this period was only 10 minutes per day. During that 10 minutes all matters of attendance, tardiness, discipline, school notices, and the building up among the pupils of a proper sentiment and an intelligent understanding of school problems had to be handled by the teacher with a group of approximately 30 pupils. Practice showed that it could not be done. Some of the additional 30 minutes have therefore been added to the time of the section-room period.

An added reason for lengthening the school day was the necessity for reserving for the pupils a reasonable recitation period in all studies. Every chapel exercise means the shortening of the recitation periods for that day. Heads of departments who supervise instruction have regularly lamented the necessity for shortening class periods because of school assemblies and other extracurricular activities. The remaining time of the 30 minutes not assigned to the section-room period has been devoted to the lengthening of the regular recitation periods.

By this administrative provision of lengthening the school day the teachers' time is more effectively used in the section room, the class periods are longer, and the increased teachers' time in regular recitation will undoubtedly contribute to the improvement of classroom instruction, thereby reducing the number of subject failures among high-school students.

BETTER TRAINED TEACHERS ENTERING THE SERVICE

The efficiency of the school system will never rise higher than the efficiency of the classroom teaching. The most important factor in classroom teaching is the teacher. The qualifications established by teachers coming into the service are of paramount importance. During the past 10 years various steps have been taken to raise the qualifications of teachers coming into the service. No factor affecting instruction in the schools of Washington has received more intensive or extensive consideration than the improvement of teachers entering the service.

From year to year additional teachers are needed to take care of new teaching needs. Teachers terminating their service in the public schools on account of death, retirement, or resignation leave vacancies that generally have to be filled. Positions resulting from these two causes present an opportunity to the school authorities for bringing into the service persons fully qualified in accordance with the current theory and practice of teacher training. The appointment of unqualified persons would be educational suicide for the school system. Appointment of teachers who are likely to be thoroughly efficient and render that high quality of public service that the salary and position demand is the ambition of those who desire

to make the school system of Washington worthy of the Nation's Capital.

On September 20, 1920, a physical examination of all candidates seeking teaching positions in the schools of the District of Columbia as a part of the examination procedure required by law was established. The application of this requirement had been held in abeyance during the period of the war when the supply of teachers was not as large as the demand. By 1920 the supply had become normal again. This provision insures physical efficiency on the part of the teaching personnel and is a necessary protection to the health of the pupils.

On March 16, 1921, the maximum age limit for initial appointment to service in the elementary schools was fixed at 40 years, and in the high schools 45 years. The order carries a proviso that persons who have been employed as teachers on regular status in the public schools of the District of Columbia for 10 years and have disconnected themselves from the service in a satisfactory manner may be reappointed to the service up to the age of 52. The age-limit provision obviously protects the system against enrolling among its teaching personnel individuals who have passed the peak of efficiency. Moreover, such a provision is necessary in view of the retirement act, under which a retirement fund is provided by deductions from teachers' salaries. It would be unfair to allow persons to enter the service at a late age who might be retired before a reasonable amount had been deducted from their salaries for the pension fund.

In harmony with the general growth of education in the United States and the resultant demands for high qualifications on the part of the teaching personnel, the eligibility requirements for teachers in the Washington public schools were increased, as follows:

Effective July 1, 1930. In the elementary schools (1A salary class) from two to three years' normal-school preparation. In the junior high schools (2A salary class) from two years' normal school preparation plus a course in junior high school methods to three years' training above high school plus a course in junior high school methods.

Effective July 1, 1933.—In the elementary schools (1A salary class) from three years' normal school preparation to a bachelor's degree from a 4-year teachers college. In the junior high schools (2A salary class) from three years' normal-school preparation plus a course in junior high school methods to a bachelor's degree from a 4-year teachers college plus a course in junior high school methods. In the junior high schools (2C salary class) and senior high schools (3A salary class) from a bachelor's degree from an accredited college and two courses in education, one of which must be in the appropriate methods, to a master's degree with such professional training as the board of examiners may prescribe.

NOTE—On 1A and 2A levels, training in the field is required of teachers of special subjects.

Although we are at the beginning of the effectiveness of these provisions, the announcement of them in 1929 has already had a stimulating influence throughout the system. There is obvious anticipation of relative shifts of prestige and proficiency, which will almost certainly follow their operation. Persons with the lower qualifications are seeking, by taking courses, to keep abreast of the general progress within the profession.

The most vital factor in providing for better trained teachers coming into the service was the reorganization of the normal schools

and the extension of the course from two to three years, followed by the establishment of the teachers colleges, which provide four years of professional training for elementary school teachers. These institutions will offer the high-school graduates of Washington an opportunity to secure four years of professional training comparable with 4-year teachers' colleges elsewhere. The creation of the teachers colleges made possible and justified the raising of the eligibility requirements for elementary school teachers coming into Washington after 1933, when the first teachers' college class will be graduated, and also raising correspondingly the educational qualifications of junior and senior high-school teachers.

The establishment of a new salary schedule for teachers in 1924 is also an important factor and has had a material effect on teachers in service, as well as teachers coming into the service. The new salary schedule has encouraged teachers in service to improve themselves through study, travel, and professional use of their leisure time. It has made it unnecessary for teachers to engage in other gainful occupations during the school year to meet their financial obligations. It has greatly stabilized the teaching staff, because with a higher salary schedule fewer teachers are leaving the Washington school system to teach elsewhere for higher compensation. By the elimination of the numerous salary classes of the elementary school grades in the old schedule, the new schedule has made unnecessary and put a stop to the unwise custom of moving teachers up in the grades for promotion purposes. Teachers now develop more expert techniques in the grades for which they are especially trained and otherwise personally fitted, and their promotion in salary does not depend on their advancement to a higher grade.

The new salary schedule has also encouraged teachers elsewhere to seek appointment in Washington. In recent years there has been no opportunity for such teachers to be appointed in the elementary schools, but the teachers appointed in the junior and senior high schools have largely been experienced teachers elsewhere.

In addition to its effect on teachers in the service and teachers coming into the service, the new salary schedule has justified the raising of the qualifications of teachers for appointment to the service and promotion within the service, has put the teaching profession on a higher professional plane in public opinion.

TRAINING OF TEACHERS IN SERVICE

The new salary schedule for teachers, effective July 1, 1924, provides a higher salary schedule for superior teachers in the schools of Washington. This salary schedule ranges three or four hundred dollars above the salary schedule for the great body of teachers. Promotion to this superior salary schedule is determined on the basis of such evidence of superior teaching and increased professional attainments as the Board of Education may prescribe. The law further provides that no person shall be eligible for promotion to the salary schedule for superior teachers who has not received for at least one year the maximum salary of the lower schedule.

This provision of the new salary act recognizes variations among teachers in their teaching ability, and provides for rewarding superior service. No factor in law or in administration of the school sys-

tem of Washington is a more potent influence in encouraging every teacher to the development of her professional possibilities than is the higher salary schedule for superior teachers.

The boards of examiners, with the cooperation of the Teachers' Council and the school officials, have worked out a systematic plan for determining who are superior teachers. An examination is conducted at the end of each school year for the purpose of qualifying persons for promotion to the superior salary class.

With the establishment of the teachers colleges, extension courses covering academic and professional subjects will be offered free of cost to teachers in the public schools. With these institutions under the supervision and direction of the Board of Education, such extension courses for teachers in service may be offered from year to year as are considered necessary to meet the demands of teachers and the school system for the improvement of instruction. It is quite possible that the influence of the teachers colleges on instruction in the schools through the aftertraining of teachers already appointed may be as great as, or even greater than, the effect of such institutions on the improvement of instruction through the preparation of teachers coming into the service.

EFFECTIVE SUPERVISION

While centralization of the administration of a public-school system at headquarters is essential, a decentralized plan of supervision is desirable. Efficient and successful supervision depends on a close personal contact of the supervisor with the classroom teacher. Few superintendents of schools in any except the smaller communities are any longer able to exercise any direct supervision over classroom teaching. The superintendent must depend on a staff of supervisory officers for the discharge of this important function.

During the past 10 years continuous emphasis has been placed on supervision as a means of improving the teacher and classroom instruction. Some of the developments are here noted.

The administrative principalship has been established, with a view of providing a resident administrative and supervisory official in a school of 16 or more rooms. The administrative principal is gradually taking over many of the supervisory and administrative functions formerly discharged by the supervising principal when all elementary-school principals were teaching principals. The close intimate relationship of the administrative principal to the teachers, to classroom teaching, and to the children makes it possible for the administrative principal to promote the improvement of classroom instruction.

High schools have been provided with additional assistant principals, to the end that the principal and the assistant principals may not only take care of the administrative affairs of the school but may also exercise supervisory functions in their respective schools.

The reorganization of the official staff to include an assistant superintendent in charge of elementary education in place of two directors of instruction, one in the intermediate grades and one in the primary grades, was a step toward more unified supervision. In divisions 1 to 9 this officer replaces the two directors. In divisions

10 to 13 the assistant superintendent has an administrative function as well and has associated with him a director of primary instruction.

The work of these officers is to establish city-wide policies in regard to educational practice, to unify the policies and practice of the entire field, to assist in curriculum study, to interpret courses of study to field officers and teachers, to bring together from all districts teachers of potential value who by contact with others of the same type are given opportunity to grow, and to provide training and help for inexperienced and ineffective teachers. It is the responsibility of these officers to furnish expert knowledge and advice. All of these duties are part of a supervisory program.

The appointment of an assistant superintendent in charge of educational research established a fact-finding department, and facts furnished by this department are invaluable aids in carrying forward a wise program of supervision. Such facts aid all supervisory officers in organization of classes, in judging the effectiveness of teaching, and in evaluating the effectiveness of methods, and techniques.

Recognizing the need for a more unified understanding throughout the system of the function of supervision, in September, 1925, the superintendent organized all the supervisory officers into a group to consider the improvement of supervision in Washington.

This group met each month with the superintendent and considered the following topics:

1. Purpose of supervision.
2. By whom should supervision be carried on?
3. The spirit of the supervisor.
4. The qualifications of the supervisor.
5. The results to be achieved in supervision.

In preparation for these meetings articles and books covering much of the literature available on this subject were read by various officers. Reports were made, and the meetings were then thrown open for general discussion. At the end of the year the reports presented by the various participants were organized by a committee, and a well-articulated statement was made available for each member of the group.

This series of meetings did much to bring about a common understanding of a common problem.

The result of effort in the 10 years is a more unified program in supervision with emphasis on scientific methods and democratic procedure.

CHAPTER 7. ADDITIONAL SCHOOLHOUSE ACCOMMODATIONS

One of the most important movements initiated during the 10-year period covered by this report was the attempt to secure more adequate schoolhouse accommodations. This movement was begun early in 1920, and has received more attention during the 10-year period than any other school matter.

The movement, which began with a survey of the congested conditions in the schools in 1920, was followed by congressional hearings in 1922 and 1923, and culminated in the enactment of the 5-year school building program act in 1925.

The record of schoolhouse construction submitted in this chapter is unparalleled in the history of the schools of Washington. This

achievement has been accomplished through the unified efforts of the community and those governmental agencies having to do with legislation and appropriations. An enlightened and united public, active leadership of the school authorities, a sympathetic Board of Commissioners, wise counsel of the Bureau of the Budget, and helpful, painstaking examination of school needs followed by recommendations for unusually large appropriations by the committees of Congress have all united to bring about this extraordinary achievement.

The following tabulation shows the school facilities opened between July 1, 1920, and June 30, 1930. The facilities are classified under elementary schools, vocational schools, junior high schools, and senior high schools.

Elementary schools

School	Description	Number of rooms	Assembly-gymnasium	School year of occupancy
Division 1:				
Eaton.....	Addition.....	8	.....	1923
Janney.....	New building.....	8	1	1925
Key.....	do.....	4	.....	1929
Murch.....	do.....	8	1	1930
Oyster.....	do.....	8	1	1927
Total, division 1.....		36	3	
Division 3				
Adams.....	New building.....	24	1	1930
Bancroft.....	do.....	8	.....	1925
Barnard.....	do.....	8	.....	1927
Do.....	Addition.....	8	1	1929
Brightwood.....	New building.....	16	1	1927
Cooke, H. D.....	Addition.....	4	.....	1923
Petworth.....	do.....	8	.....	1923
Do.....	do.....	.....	1	1928
Powell, W. B.....	New building.....	8	1	1930
Raymond.....	do.....	8	.....	1925
Do.....	Addition.....	8	1	1930
Takoma.....	do.....	8	.....	1922
Do.....	do.....	.....	1	1930
Truesdell.....	do.....	5	.....	1927
West.....	do.....	8	.....	1923
Do.....	do.....	.....	1	1928
Whittier.....	New building.....	8	.....	1927
Total, division 3.....		132	8	
Division 5				
Burroughs.....	New building.....	8	.....	1922
Do.....	Addition.....	8	1	1928
Langdon.....	New building.....	16	1	1930
Monroe.....	Addition.....	4	.....	1923
Thomson.....	do.....	6	.....	1925
Woodridge.....	New building.....	8	.....	1928
Total, division 5.....		50	2	
Division 6:				
Kingswood.....	New building.....	8	.....	1923
Wheatley.....	Addition.....	12	.....	1923
Do.....	do.....	.....	1	1929
Total, division 6.....		20	1	
Division 7:				
Bowen, S. J.....	Addition.....	4	.....	1930
Bryan.....	do.....	6	.....	1929
Buchanan.....	New building.....	8	.....	1923
Total, division 7.....		18		
Division 9: Health.....	New building.....	4	1926
Grand total, divisions 1 to 9.....		260	14	

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Elementary schools—Continued

School	Description	Number of rooms	Assembly-gymnasium	School year of occupancy
Division 10:				
Bruce	Addition	8		
Chain Bridge	New building	2		1928
Garrison	Addition	8		1921
Morgan	do	8	1	1924
Total, division 10		26	1	1930
Division 11:				
Burrville	Addition	8		
Do	do	8	1	1922
Cook, J. F.	New building	16	1	1930
Deanwood	Addition	4		1926
Do	do	4		1921
Mott	New building	4		1923
Smothers	do	8		1923
Do	Addition	4		1924
Total, division 11		56	2	1928
Division 13:				
Bell	New building	8		
Do	Addition	8	1	1923
Lovejoy	do	8		1927
Total, division 13		24	1	1924
Grand total, divisions 10 to 13		196	4	
Grand total, elementary schools		360	18	

Vocational schools

School	Description	Number of rooms	School year of occupancy
Washington, M. M.	Addition	8	1929

Junior high schools

School	Description	Pupil capacity	School year of occupancy
Divisions 1 to 9:			
Gordon	New building	700	1929
Hine	Addition	350	1928
Langley	New building	700	1924
Do	Addition	400	1928
Macfarland	New building	700	1924
Do	Addition	300	1927
Paul	New building	700	1930
Stuart	do	700	1927
Total, divisions 1 to 9		4,550	
Divisions 10 to 13:			
Francis	New building	700	1927
Do	Addition	300	1930
Garnet Patterson	New building	1,000	1929
Ranall	Addition	400	1927
Total, divisions 10 to 13		2,400	
Grand total, junior high schools		6,950	

Senior high schools

School	Description	Pupil capacity	School year of occupancy
Divisions 1 to 9:			
Eastern	New building	2,600	1923
McKinley	do	2,300	1920
Western	Addition	850	1925
Total, divisions 1 to 9		5,150	
Divisions 10 to 13 Armstrong	Addition	950	1925
Total, divisions 10 to 13		950	
Grand total, senior high schools		6,100	

The above tabulation shows that in the 10-year period covered by this report, 366 classrooms and 18 assembly-gymnasiums have been constructed for elementary schools; 8 classrooms for vocational schools; facilities for 6,950 junior high-school pupils; and facilities for 6,100 senior high-school pupils. On the basis of a maximum standard of 40 pupils per class, the classrooms constructed for elementary-school pupils have provided accommodations for 14,640 pupils. It should be remembered that the use of certain schoolhouses has been abandoned during this 10-year period, so that this new construction does not represent a net increase in the capacity of the public schools.

CHAPTER 8. IMPROVEMENT OF BUILDINGS, GROUNDS, AND EQUIPMENT

The improvement of the physical plant in which the educational program for the District of Columbia is carried on has been one of the most important tasks before the Board of Education during the past 10 years. The passage of the 5-year school building program act in 1925 followed an intensive and extensive inquiry into the need for additional schoolhouse accommodations. The importance of that bill and the additional schoolhouse accommodations that have been provided under its authorization are dealt with elsewhere in this report. (See p. 3.)

This chapter deals with the plans that have been developed and put into effect largely for the improving of existing buildings, grounds, and equipment. There is included a statement describing the new type of elementary school that was adopted by the Board of Education on October 3, 1928, and in accordance with which the municipal architect is now planning elementary schools to be erected in the future.

In this chapter will be found a discussion of the procedure that has been developed for repairing and altering school buildings; the appropriations that have been made from year to year for the upkeep and physical improvement of buildings; the program that has led to the complete electrification of public-school buildings; the program inaugurated for the replacing of heating plants; the program

now in operation for the improvement of school grounds; the 3-year program for painting school buildings, begun in 1927 and completed in 1930; the systematic effort to standardize equipment of all kinds for the public schools of the District of Columbia; the 6-year program begun in 1929 and now in operation for the replacement of window shades; the plan for replacing and repairing pupils' furniture; the program of replacing obsolete textbooks, inaugurated in 1920 and completed in 1925; and the plan that is now in operation for the gradual replacement of typewriters used for instruction purposes.

REPAIRING AND ALTERING OF SCHOOL BUILDINGS

In 1920 the repairing and altering of school buildings was under the supervision of the municipal architect. All repairs and alterations were made on the basis of inspections of school buildings by representatives of the municipal architect and the superintendent of repairs, and upon requests for repair and alteration submitted by principals of school buildings.

In March, 1921, supervising principals and principals of high and normal schools were directed to classify their respective requests for repairing and altering of buildings under three heads:

1. Urgent repairs, which were defined as those to be considered in the emergency class.
2. Necessary repairs, which were defined to be those which must be made if efficient education was to be maintained in the schools.
3. Desirable repairs, which were defined to be those which would contribute to the comfort and welfare of pupils and teachers, but which in their nature could not be classified as either urgent or necessary.

In December, 1922, as the result of a conference of school officers with the municipal architect and the assistant engineer commissioner, the following procedure was prescribed:

1. That the appropriations for repairs and alterations to school buildings, amounting for the school year 1922-23 to \$250,000, be expended under the supervision and direction of the Board of Education.
2. That the repair shop be placed at the disposal of the Board of Education for the making of repairs and alterations to buildings under the direction of school officials.
3. That in the making of repairs and alterations to school buildings the superintendent of the repair shop receive his directions directly from school officials.
4. That the supervision of the repair shop by District officials, when the repair shop is working for the school officials, shall be confined to the quality of service performed by the employees in the repair shop in respect to such matters as heating, lighting, and fire prevention which are governed by District regulations.
5. That there should be employed by the Board of Education and paid out of the appropriation for repairs and improvements to school buildings a person competent to inspect heating plants and to instruct janitors in methods of operating them, said person to work under the direction of the superintendent of janitors.
6. That said employee for the supervision of heating plants might be utilized for the instruction of teachers, principals, and school officers with respect to the heating and ventilating systems in the several schools, to the end that such heating and ventilating systems may be operated most efficiently.
7. That the officers of the District Building, as heretofore, will continue to furnish, on request of the school authorities, technical information with respect

to heating plants, ventilating systems, and other features of school buildings concerning which technical information may be needed by the school authorities.

8. That the Board of Education will not seek changes in the personnel of the repair shop unless based on proven charges of incompetence or refusal to cooperate with the school authorities.

On July 1, 1924, the following procedure was adopted:

1. Principals of elementary schools, through their supervising principals, and principals of normal, high, junior high, and vocational schools shall submit requests for necessary or desirable repairs to buildings under their charge on forms prescribed and furnished by the Board of Education. These forms shall be forwarded directly to the repair shop for attention.

2. Work of an emergency character will be executed promptly, for which purpose a fund of \$30,000 is hereby set aside; any unexpended balance from this fund to be utilized on regular repair work. Work not of an emergency character will be estimated on by the repair shop and included in the next schedule of repairs.

3. On June 1 and December 1 of each year a complete list of the repairs requested at each school will be made, from which list a working schedule will be prepared by the repair shop. These lists will be submitted to the committee on buildings, grounds, and equipment of the Board of Education, which committee, in consultation with the authorities of the repair shop, will decide as to the items which should receive attention. After deducting \$30,000 for emergency work, as provided above, 70 per cent of the remainder of the appropriation for repairs to school buildings and grounds will be available for the execution of work covered by the June list and 30 per cent of said appropriation for execution of work covered by the December list.

4. In addition to the lists referred to above the repair shop shall prepare and submit to the committee on buildings, grounds, and equipment of the Board of Education a list of necessary items of work with their estimated cost, such as inspection, overhauling, and repair of steam and gas engines, motors, and fans; inspection and minor repairs to boilers and furnaces; resurfacing of blackboards; glazing prior to the opening of school; and the furnishing of lime, paint, and brushes to janitors for basement renovation.

5. The pro rata share of the shop's upkeep (heating, light, forage, etc.) and the pro rata share of payment of the shop's force while on duly authorized leave of absence will be charged against the appropriation for repairs to school buildings and grounds, and the total cost of the items referred to in paragraph 4, and the items in this paragraph will be deducted from the said appropriation, the balance to be apportioned as provided by paragraphs 2 and 3.

6. All lists of work to be done, after consultation with the committee on buildings, grounds, and equipment of the Board of Education, will be submitted to the engineer commissioner for approval.

7. All employees paid from the appropriation "Repairs and improvements to school buildings and grounds" will be under the immediate orders of the superintendent of repairs.

8. All reports of the fire and health departments as to school buildings will be sent directly to the repair shop for comment and reply before being forwarded to the committee on buildings, grounds, and equipment of the Board of Education.

9. All communications addressed to the District of Columbia repair shop by citizens', parent-teacher, and other associations will be forwarded directly to the committee on buildings, grounds, and equipment of the Board of Education for consideration.

Under this procedure the Board of Education directed the following definite order of importance in making allotments for expenditures for the repairing and altering of school buildings:

1. Elimination of fire hazards.

2. Health (includes such items as lights, heating plants, ventilation, sanitation, etc.).

3. Emergency repairs.

4. Painting absolutely necessary for the conservation of school property.

5. All other items not included under the first four headings.

On March 1, 1927, the following procedure for the repairing and altering of school buildings was adopted:

1. Principals of elementary schools, normal, senior high, junior high, and vocational schools shall submit requests for repairs to buildings under their charge on forms prescribed and furnished by the Board of Education. These forms shall be forwarded, through proper channels, to the assistant superintendent in charge of business affairs.
2. Requests for repair shall be transmitted to the repair shop by the assistant superintendent in charge of business affairs under classifications—Emergency, Essential, and Desirable. This classification on any request for repairs shall be advisory to the repair shop and may be changed if in the opinion of the repair shop such change is necessary to provide for the proper maintenance of the buildings.
3. Work of an emergency character will be executed promptly, for which purpose a fund of not less than \$40,000 shall be set aside; any unexpended balance from this fund to be utilized on regular repair work. Work not of an emergency character will be estimated on by the repair shop and included in the next schedule of repairs.
4. On June 1 and December 1 of each year a complete list of the repairs requested at each school will be made, from which list a working schedule will be prepared by the repair shop. These lists will be submitted to the assistant superintendent in charge of business affairs, who, in consultation with the authorities of the repair shop and with the approval of the committee on buildings, grounds, and equipment, will decide as to the items of work to be recommended to the Board of Education for approval.
5. After deducting the fund for emergency work as provided above, 70 per cent of the remainder of the appropriation for repairs to school buildings and grounds will be available for the execution of work covered by the June list and 30 per cent of said appropriation for execution of work covered by the December list.
6. In addition to the lists referred to above, the repair shop shall prepare and submit to the assistant superintendent in charge of business affairs a list of necessary items of work with their estimated cost, such as inspection, overhauling, and repair of steam and gas engines, motors, and fans; inspection and minor repairs to boilers and furnaces; resurfacing of blackboards, glazing, and the furnishing of lime, paint, and brushes to janitors for basement renovation.
7. The pro rata share of the shop's upkeep and the pro rata share of payment of the shop's force while on duly authorized leave of absence will be charged against the appropriation for repairs to school buildings and grounds, and the total cost of the items referred to in paragraph 6 and the items in this paragraph will be deducted from said appropriation, the balance to be apportioned as provided by paragraphs 3 and 5.
8. All lists of work to be done, after approval by the Board of Education, will be submitted to the engineer commissioner for approval.
9. All employees paid from the appropriation "Repairs and improvements to school buildings and grounds" will be under the immediate orders of the superintendent of repairs.
10. All reports of the fire and health departments as to school buildings will be sent to the repair shop for comment and report before being forwarded to the assistant superintendent in charge of business affairs.
11. All communications addressed to the repair shop by citizens', parent-teacher, and other associations will be forwarded to the assistant superintendent in charge of business affairs for consideration.
12. Nothing herein contained shall be construed to prevent any school officer or employee from making telephone request of the repair shop for any emergency work, such as failure of the heating plant, bursted plumbing, electrical short circuits, breakdown of gas engines, and leaking roofs, but such officer or employee shall submit immediately, through proper channels, a request for repair to cover such work, noting thereon that telephone request has been made of the repair shop.

UPKEEP AND PHYSICAL IMPROVEMENT OF BUILDINGS

The following statement of estimates and appropriations shows the increased allowances secured since 1920 for the upkeep and physical improvement of buildings.

Fiscal year	Estimate of the Board of Education	Appropriation	Fiscal year	Estimate of the Board of Education	Appropriation
1921	\$200,000	\$200,000	1926	\$500,000	\$150,000
1922	250,000	225,000	1927	550,000	550,000
1923	250,000	250,000	1928	1,095,510	550,000
1924	250,000	300,000	1929	1,122,527	529,010
1925	300,000	300,000	1930	918,623	450,000

The estimates for the fiscal year 1929 include \$58,350 to carry out the recommendations of the fire marshal and \$499,402 to carry out the recommendations of the health officer.

The estimates for the fiscal year 1930 include \$172,880 to carry out the recommendations of the fire marshal and \$243,143 to carry out the recommendations of the health officer.

LIGHTING OF SCHOOL BUILDINGS

In 1920, 75 buildings, 20 of which had obsolete wiring and fixtures, were electrified; 29 were partially electrified; 3 were wired, but without fixtures; 11 were supplied with service, but without wiring or fixtures; and 41 were not electrified.

Between July 1, 1920, and June 30, 1925, only 14 buildings were electrified.

Beginning July 1, 1925, a 3-year program for electrification of buildings was authorized. This program was carried out as planned, and in 1930 all buildings have modern electrical equipment except one building, which has been equipped with wiring and fixtures, but is not supplied with service.

REPLACING OF HEATING PLANTS

In 1920, 89 buildings were equipped with hot-air heating systems.

Between July 1, 1920, and June 30, 1925, modern steam-heating systems were installed in eight of these buildings.

Beginning July 1, 1925, a program for installation of modern heating systems in the remainder of these buildings was authorized. This program was carried out as planned, except during the fiscal year 1929-30, and the heating systems in 40 buildings have been modernized. Since July 1, 1925, one of the hot air heated buildings has been abandoned and razed.

IMPROVEMENT OF GROUNDS

Prior to July 1, 1928, improvements to grounds surrounding school buildings could be made only within the limited funds available under the appropriations for repair and improvements to buildings and grounds.

Beginning July 1, 1928, a program for improvement of grounds surrounding school buildings was authorized, and under this program appropriations of \$100,000 each have been made for the fiscal years 1928-29 and 1929-30.

PAINTING OF SCHOOL BUILDINGS

In 1920, one building was completely painted and all other buildings were kalsomined with painted outside openings.

Between July 1, 1920, and June 30, 1927, only seven buildings were completely painted.

Beginning July 1, 1927, a 6-year program for painting of buildings was authorized. This program was modified to provide for its completion in three years. It was carried out under the modified plan, and in 1930 all buildings have been completely painted except one scheduled for abandonment but later converted into offices, three buildings being painted by vocational pupils and three additions to buildings.

STANDARDIZATION OF EQUIPMENT

In November, 1924, the equipment for the first and second grades was standardized.

In August, 1925, equipment for junior high schools covering all regular and special classrooms was standardized.

In December, 1925, regular classroom furniture for all grades in the elementary schools was standardized.

In November, 1926, the equipment for playgrounds in elementary schools was standardized.

In December, 1927, equipment for assembly halls and assembly hall-gymnasiums in elementary and junior high schools was standardized.

STANDARD SYSTEM OF CLASSROOM UNITS

With a view to assisting the municipal architect in his task of planning and constructing various types of classrooms in senior and junior high schools and in elementary buildings, the school officers from time to time have set up standard classroom specifications. In June, 1921, the superintendent directed the attention of school officers to the importance of such planning. The need of standardization was accentuated by the adoption of a 5-year building program in 1925. Specifications were set up indicating the general arrangement and the facilities that should be afforded in regular classrooms, kindergartens, household-arts centers, shops of various kinds, auditoriums, teachers' rooms, principals' offices, etc. Studies were made of standards adopted in other cities, comparative costs, and trends as to dimensions. The school officers took into consideration the special purpose for which the room was built, economy of space, construction, and equipment, lighting, heating, and the facilities to be afforded.

REPLACING OF WINDOW SHADES

In 1920 there were approximately 57,000 window shades in use in school buildings, many of which were not usable.

Between July 1, 1920, and June 30, 1929, except for a small appropriation in 1927, no provision was made for the replacement and repair of these window shades.

Beginning July 1, 1929, a 6-year program for the replacement of window shades was authorized and is being carried out as planned.

REPLACING AND REPAIRING OF PUPILS' FURNITURE

In 1920 there were about 49,000 units of pupils' furniture in the elementary schools, and 64 per cent of this furniture had been in use for more than 20 years.

Between July 1, 1920, and June 30, 1929, only 200 units of pupils' furniture were replaced.

Beginning July 1, 1929, a 5-year program for the replacement of pupils' furniture was authorized. During the first year of this program 7,000 units of pupils' furniture were replaced with modern furniture.

In 1920 there was one cabinetmaker allowed for repairing all furniture of the public-school system, including pupils' furniture, and no specific provision was made for the procurement of materials required in this work.

Between July 1, 1920, and June 30, 1928, only such repair work was possible as could be handled by the cabinetmaker and necessary materials were provided from the general contingent funds.

Beginning July 1, 1928, authorization was granted for the expenditure of \$5,000 annually for the employment of mechanics and laborers to assist the cabinetmaker, and specific authorization was granted for the procurement of materials for repair work at a cost of \$7,000 annually. This provision has been carried in the appropriation since this date, and substantial progress has been made in the repairing of equipment, including pupils' furniture, in the school buildings.

REPLACING OF TEXTBOOKS

In 1920 there were about 555,000 textbooks in the elementary schools, and 56 per cent of these books were obsolete.

Between July 1, 1920, and June 30, 1925, the appropriations did not permit of the replacement of these obsolete textbooks.

Beginning July 1, 1925, a 3-year program for replacement of obsolete textbooks was authorized and carried out as planned.

REPLACING OF TYPEWRITERS

In 1920 there were about 1,000 typewriters in senior and junior high schools used for instruction purposes and 29 per cent of these typewriters had been in use for more than 10 years. In 1930 there are about 1,700 typewriters used for these purposes.

Between July 1, 1920 and June 30, 1925, the appropriations did not permit of the replacement of any of these typewriters.

Beginning July 1, 1925, a program of replacement was authorized and an initial appropriation of \$5,000 was granted. Similar appropriations were authorized during the two succeeding fiscal years, and beginning July 1, 1928, the authorized appropriation was increased to \$15,000 annually. Under this program 1,000 typewriters have been replaced.

NEW TYPE OF ELEMENTARY SCHOOL BUILDING

The 5-year building program act of 1925 authorized 15 new elementary school buildings and 27 additions to existing buildings in the District of Columbia. This ambitious building program

centered a task of vast proportions in the office of Albert L. Harris, municipal architect of the District of Columbia. After some experimentation with certain 2-story-and-basement types of buildings, with all construction practically above ground, Mr. Harris devised a more desirable type of building, two stories in height without basement. This type, exemplified in the new Langdon School, completed in 1929, although requiring more cubage than the former Brightwood type, is better adapted for small children, grades 1 to 6, is better lighted, and affords additional school facilities. With its central auditorium-gymnasium unit, set back between two distinctive wings, the building has pleasing proportions and offers opportunity for more architectural elaboration and landscaping. A most desirable advantage found in this new type of building is its extensible features. As small a unit as 4 rooms can be constructed in a new community, with a view later of making it 8 rooms, and finally 16 rooms. Thus the school can grow with the community. The Key School exemplifies a first unit, and the Murch School an 8-room unit of this extensible type.

SECTION III. THE SCHOOL YEAR 1930-31 AND BEYOND

CHAPTER 9. PROPOSED PROGRAM OF WORK

In this chapter the superintendent proposes to discuss those educational matters that may properly occupy the attention of the Board of Education, the school officials, and the public during the coming school year. Some of these subjects have been receiving consideration in the past, but it is believed they will require the attention of the Board of Education during the coming school year. Some of the topics discussed represent subjects under way but needing systematic attention during the coming year. Another group of subjects represents problems that are arising for initial consideration. The topics will be classified and treated under three heads: (1) projects initiated before 1929-30; (2) projects initiated during 1929-30; and (3) new projects.

PROJECTS INITIATED BEFORE 1929-30

The consideration of most administrative problems extends over a period of more than the year covered by an annual report. Those projects that were initiated before 1929-30, which received consideration during the past year and should continue to receive the attention of the board during the coming year, are here briefly presented.

REORGANIZATION OF KINDERGARTENS

Much has been said in recent years about the desirability of reorganizing the kindergartens. With much of that reorganization many persons would undoubtedly agree.

Still more discussion has taken place regarding the reorganization of the kindergartens as contemplated by the conferees on the District appropriations bill for 1931. Much of the discussion appears to have been based on a misunderstanding of the situation. This has made it difficult for the school authorities to proceed with good judgment with the reorganization as contemplated by the conferees. A confused public opinion always makes the administration of the school system difficult.

The school officials and the Board of Education have proceeded with the reorganization of the kindergartens of the public schools in accordance with the agreements of the conferees to the end that the economies contemplated by Congress should be realized with the least detriment to the educational program heretofore carried on in the kindergartens. The school officials have worked out the plan of reorganization in accordance with the conference agreements with a minimum of friction and a maximum of intelligent insight and rare skill.

Undoubtedly some of the educational profession in the public schools, together with the patrons of the schools, are not in sympathy

with the program of reorganization established by Congress. That program is subject to modification by Congress. The superintendent respectfully suggests that the Board of Education undertake to determine what plan of organization of the kindergartens the public and the school authorities can agree on, to the end that a unified public opinion may be effective, if it should appear after thoroughgoing consideration of the matter that the program proposed by Congress and inaugurated at the beginning of the school year 1930-31 needs to be modified. When the school authorities appear at the hearings on the appropriations bill for 1932 they should go with instructions from the Board of Education as to what shall be the board's policy on the future of the kindergartens.

TEACHING OF SOCIAL HYGIENE

A report on the teaching of social hygiene in the public schools will be found in chapter 1 (pp. 15-18). That report outlines the steps that have been taken to ascertain the public interest in this subject, the best practice to be found in the country in the teaching of the subject, the possible scope and content of the subject matter of instruction, and the methods of teaching that course of study, and the children to whom it should be taught.

The superintendent recommends that the board give consideration to this subject, with a view of determining on the basis of the aforementioned report, together with the results of the experiment in teaching this subject during the past year, what the future policy of the Board of Education shall be regarding a subject that is receiving attention not only in Washington but throughout the country.

DEVELOPMENT OF THE TEACHERS COLLEGES

The normal schools will be completely transformed into teachers colleges when the 3-year normal-school class graduating next June shall have received their diplomas. The teachers college is gradually being developed, and during this year the first and second year classes are receiving instruction. This year eight professors and two presidents will have been appointed, thereby creating the beginning of a faculty of collegiate standing and the inauguration of a program of collegiate education for the professional training of teachers worthy of the Nation's Capital.

The high standing illustrated by the appointment of professors made at the beginning of this school year should be continued.

The superintendent respectfully recommends that the earnest consideration and support of the Board of Education be given to the creation of the rank of assistant professor, in order that these institutions may take another step toward placing themselves on a level with other collegiate institutions and, more experimentally, to provide a way of promoting members of the former normal-school faculties whose professional training, teaching experience, and standing in the normal schools would justify promoting them to the rank of assistant professor.

The superintendent further recommends that a program of extension courses for teachers in the service be rapidly developed as a means of providing our teachers with an opportunity of receiving helpful professional instruction in these institutions.

The superintendent further recommends that the board consider the desirability of lengthening the school day of the teachers colleges to include late afternoon courses for teachers in the service, the establishment of courses on Saturday morning for teachers in the service as well as for regular full-time students, and the necessary changes in the regulations concerning members of the faculties as to time of reporting in the morning and leaving in the afternoon, to the end that the organization of our teachers colleges and their program of instruction may fully conform to the best practices found in teachers colleges.

RECREATION PROGRAM FOR THE DISTRICT OF COLUMBIA

Information relating to the cooperative undertaking of the National Capital Park and Planning Commission, the District government, and the Board of Education looking toward the development of a more comprehensive and effective provision for recreation of young people and adults in the District of Columbia will be found elsewhere in this report (pp. 4-5).

At present the National Capital Park and Planning Commission has charge of the purchase of land that is either developed and operated under the direction and supervision of the National Capital Park and Planning Commission or is turned over to the District of Columbia for the use of the municipal playground department under the Board of Commissioners.

The municipal playground department has charge of the supervision of the municipal playgrounds and also supervises certain school playgrounds that are turned over to the municipal playground department for that purpose. The community center department of the Board of Education has charge of the community use of buildings, including the gymnasiums and athletic fields, in our high schools and junior high schools.

Obviously these three departments are to some extent concerned with similar activities and with other activities that may be considered more or less distinctive, but all of which relate to the recreation program for the District of Columbia. The superintendent recommends that the Board of Education continue its representation in the joint committee of these three departments that have these matters under consideration and give consideration to the formulation of a comprehensive plan for recreation in the District of Columbia, which shall coordinate the various activities and provide for a centralized administration of those activities.

BILL ON LEAVE OF ABSENCE

On November 17, 1926, the Board of Education agreed that provision for leave of absence with part pay for teachers and officers was highly desirable and instructed its legislative committee to proceed with the preparation of such legislation. Immediately the superintendent and the chairman of the committee on legislation of the board began the preparation of the bill. A bill was prepared in cooperation with the teachers' council and submitted to the Board of Education for approval on January 11, 1928.

This bill was immediately presented to the commissioners. Conferences of school officials and board members with the commissioners

followed, and the commissioners forwarded the bill to the Bureau of the Budget for consideration. More than a year later, namely, on February 25, 1929, the commissioners returned the bill with a report from the Bureau of Efficiency suggesting certain changes in the bill.

The bill has been revised in accordance with those changes, although some of them did not meet with entire approval of school officials and the board.

The bill is now in Congress and has been favorably reported to the Senate by the Senate Committee on the District of Columbia.

The superintendent recommends that the Board of Education make systematic efforts to secure the enactment of this bill into law during the coming session. The bill has met with the approval of the board of trade, the chamber of commerce, the federation of citizens' associations, and other civic organizations.

VISUAL EDUCATION

For a number of years visual instruction has been carried on in the public-school system of the District of Columbia. This has been made possible through the generosity of managers of moving-picture theaters, who have placed their theaters at the disposal of the school authorities during the morning hours. Groups of children, consisting of several classes of a given grade, have been taken to the theaters at a stated time in the morning, have received instruction under the favorable conditions found in moving-picture houses, and the systematic program of instruction has been illuminated and materially intensified through this means of instruction. Preparation for each program is made by the teacher, and following a lesson in visual instruction the teacher emphasizes and classifies the essential features of the visual program.

With the construction of combination assembly halls and gymnasiums for elementary schools and with similar facilities provided in junior high schools, the school authorities are in a position to carry on a considerable portion of this work within school buildings. A definite arrangement has been made for the seating of combination assembly gymnasiums in accordance with the fire regulations, and it is believed that all obstacles have now been removed so that the combination assembly gymnasium may begin to serve one of the important educational purposes originally contemplated.

The superintendent recommends that the Board of Education give consideration during the coming year to the furthering of the program of visual education begun with limited public-school resources, but now looking forward to a brighter future.

PROJECTS INITIATED DURING 1929-30

Under this topic will be presented a brief statement relating to several projects that were taken up systematically for the first time during 1929-30.

EDUCATION BY RADIO

The radio is bound to play an important factor in the life of the American people. It was an important instrument in the last presidential campaign. It is coming to be an agency for entertainment and instruction and the dissemination of news nearly every hour of

the day and until midnight. Any instrument that plays such an important part in the home life of our people must necessarily be considered by those in charge of the schools, not only because the radio affects the home life but also because the radio may come to be an instrument of systematic education in the public schools.

In February, 1930, the Board of Education accepted the loan of 12 receiving sets to be installed in the junior high schools and certain selected elementary schools, in order that the program organized and broadcast as the American School of the Air might be received by pupils in the public schools of Washington. This provision was made in order that the officers and teachers in our schools might have an opportunity to study the possibilities of education by radio. Officers and teachers in whose schools and classes receiving sets were set up were asked by the superintendent to report on the merits and limitations of the radio programs. The following statement summarizes the views of the teachers and officers regarding the educational program of the American School of the Air, which was received in the schools from February to May, 1930.

The advance notices giving the title and description of the next program to be broadcast were considered to be inadequate in most instances. It was difficult to determine in advance which class would profit by the lesson, as there was no indication given of the age level of any of the broadcasts. There was considerable criticism of the content and arrangement of the programs themselves. There were too many topics introduced into certain of the lessons, the time span of the programs was that of the high-school pupil rather than of the elementary-school pupil. The reception of the programs was satisfactory in most cases. In some schools, however, the auditoriums were unsuited to successful radio reception, due to the absence of any hangings or draperies and the hard-surfaced walls and furniture.

Several favorable statements were made in regard to the use of the radio for instructional purposes. One teacher suggested that it encouraged the use of radio at home for educational purposes rather than solely as a source of amusement. Many suggested that the radio method did not provide the pupil with an opportunity to participate in the learning process, and that it was impossible for the child to request repetition where needed or to ask questions when the material was beyond his comprehension.

While there were some who felt that listening to a radio program was entirely a passive method of learning and that it brought forth little student participation, others suggested that the pupil responses were quite as worth while and varied as they would have been in response to the usual classroom instruction. The pupil responses following certain broadcasts took the form of compositions, drawings, plays, poems, and manual-arts work.

A vote was taken in one school following the program given on March 20, entitled "The coming of spring." The first question asked was, "Did you enjoy this radio lesson?" One hundred and sixty-three replied in the affirmative, while only 39 replied in the negative. The second question was, "What part of it did you like most?" Instrumental music and a description of the painting by Corot were the first two choices. The third question asked was, "What part did you like least?" One hundred and five voted against vocal selections, while the next greatest vote was cast against the dialogue.

An 8B accelerated class voted following the program of March 6 in regard to whether books or radio would contribute most to mankind. Only three pupils voted in favor of the radio.

The consensus of opinion in regard to the ability of the various groups of children to profit by these radio programs was that they were of very little value in the teaching of pupils of low intelligence, of some assistance in the teaching of children of average intelligence, and of great aid as a form of supplementary training for the brighter pupils.

In conclusion, it is apparent that the majority of teachers and officers participating in this experiment desired more complete and detailed advance notices, shorter and more specific programs, a slower and more careful presentation, a radio in every classroom rather than one in the auditorium, fewer speeches and more dramatizations, and current events and addresses by prominent persons of to-day rather than the reproduction of past events.

The above is only a brief summary of a more extended report prepared from the reports of teachers and officers. The more extended report will be available for board members whenever the board desires to consider the introduction of the radio as a means of instruction in the public schools.

MATRONS IN ELEMENTARY SCHOOLS

During the past school year the Board of Education received numerous requests for the employment of matrons in elementary schools. Various arguments were advanced to justify the employment of such a person. The cost of furnishing a matron to all elementary schools would be approximately \$140,000 per year at the beginning and would increase as the pay of such employees was increased from year to year under the provisions of the classification act and as new schools were built.

It is to be remembered that there are many pressing demands for increased appropriations in many directions. It is the opinion of some that the money that the matrons would cost the public could be better spent for the satisfying of more urgent and pressing needs.

Whatever may be the final determination of the question as to the necessity or desirability of providing matrons in elementary schools, the superintendent recommends that the Board of Education give consideration to the general policy of employing a woman laborer as a member of the custodial staff in the larger elementary schools, in order that such an employee may discharge some of the necessary functions that would be carried by the matron.

CHARACTER EDUCATION

Character education has already been discussed in two places in the preceding chapters (pp. 25-31, 74.) The subject is listed here only for the purpose of including it as a topic to which the Board of Education will undoubtedly desire to give much attention after the committee of officers and teachers and the citizens' advisory committee shall have presented their reports.

EDUCATION OF CRIPPLED CHILDREN

For a statement of the progress to date in the education of crippled children, see page 9 in chapter 1. While the classes have been estab-

lished, rooms in the respective buildings equipped to a limited extent for this specialized use and bus transportation provided, the problem for caring for crippled children does not as yet appear to have been adequately solved.

In preparation for the establishment of these classes, the school officials visited schools for crippled children in other cities. From casual observation of classes of crippled children in other cities and the children in the classes for crippled children in Washington, it would appear that the crippled children are not so numerous in Washington as they are in some of the other cities, and that the children who are in attendance at the schools for crippled children in Washington are substantially more helpless than are the children in crippled schools elsewhere.

In planning the establishment of these classes in Washington, it was thought that they might be established in the central part of the city with the view of setting up a program of hospital treatment for such children at the children's hospital. This does not appear to be practicable. Recognizing the desirability and even necessity of medical treatment for many of these children, the health officer of the District of Columbia and chief medical inspector of schools have recommended the purchase of equipment for the schools for crippled children, which contemplates providing such children with medical treatment at the respective schools. Such equipment is expensive and the conditions in the schools used by the classes for crippled children are not such as to provide easily for the installation of such equipment.

The problem for solution appears to be the determination on the part of the Board of Education as to whether the children now attending the schools for crippled children are primarily in need of education supplemented by a limited amount of medical treatment, or whether the primary need of these children is hospital treatment supplemented by a limited educational program. Obviously, if the needs of these children are primarily educational, then those needs will be substantially satisfied by an educational program in the public schools supplemented by a limited amount of medical treatment either in the schools for crippled children or at the children's hospital.

If on the other hand the primary need of these children is medical treatment to improve their physical condition, this will require a more extensive hospital equipment than the schools would be justified in providing and should be provided in hospitals. If medical treatment for these pupils is provided in the hospitals, arrangements could be made for assigning teachers to give these children at the hospital such instruction as they are able to receive.

The superintendent recommends that the Board of Education give consideration to the determination of the future policy with respect to the education of crippled children.

VOCATIONAL EDUCATION

The action of the Board of Education in appointing an advisory committee on vocational education, looking toward the improvement and extension of the program of vocational instruction, has been described in chapter 1 of this report. (See pp. 33-37.) The report

of the Federal Board for Vocational Education, which was submitted to the board toward the close of the last school year, is before the school authorities for consideration and appropriate action. The subject of vocational education is one to which the board will obviously want to give attention during the coming school year.

NEW PROJECTS FOR 1930-31

Under this topic are listed several projects that it is believed should receive the consideration and appropriate action of the board during 1930-31.

DEVELOPMENT OF LIBRARIES IN SENIOR AND JUNIOR HIGH SCHOOLS

The reference libraries of the senior and junior high schools have never been adequately provided with books. An annual appropriation of \$3,000 for reference books was not intended and could not be expected to establish adequate reference libraries for 8 senior high schools and 13 junior high schools.

The importance of the school library is fully recognized. The school library should be the working laboratory for all students. Its stock of books should be sufficient to provide reference books and supplementary books for the high and junior high school pupils who are gradually being taught to seek additional information over and above that contained in the textbooks. The library of the school should be adequate for this purpose.

The superintendent recommends that the Board of Education consider and take appropriate action looking toward the development of said libraries.

INDUSTRIAL ARTS IN ELEMENTARY SCHOOLS

Because of the death of Mr. John A. Chamberlain, supervisor of manual training in divisions 1 to 9, a vacancy exists in that position. In filling the position consideration should be given not only to the educational requirements of that position but also to the relation of the manual-arts work in the elementary school of six grades to the more specialized industrial-arts work in the junior and senior high school, including vocational education.

If the program of vocational education is expanded and the recommendations of the advisory committee on vocational education are adopted by the Board of Education, additional officers, one in divisions 1 to 9 and one in divisions 10 to 13, will be employed to supervise vocational education. The relation of vocational work on the junior and senior high school level to the industrial-arts work in grades 1 to 6 is a matter of real educational importance.

The educational trend throughout the country is undoubtedly away from the intensive, specialized shop work in the first six grades toward a more generalized industrial-arts program of a more extensive and less intensive character. Cities adopting the 6-3-3 plan of organization have not considered it desirable to extend downward into the fifth and sixth grades the same type of manual work for boys and domestic science and domestic art for girls that has hereto-

fore been carried on in grades 7 and 8 before those grades were transferred to the junior high school. The present view of the manual work for children in the first six grades is that it should be much the same for boys and girls, should grow out of the educational program of the elementary school, and be supplementary to the interests and activities of boys and girls in their other educational work.

This matter is brought to the attention of the Board of Education in this annual report, in order that the board may consider this situation along with the report of the advisory committee on vocational education.

TRANSPORTATION OF PUPILS TO AVOID SCHOOL CONGESTION

Bus transportation is provided for pupils attending the health schools and the schools for crippled pupils. In the annual report for 1927-28 the superintendent called attention to the desirability of securing an appropriation for the transportation of school children who reside in the suburban sections of the city whose homes are far distant from the nearest public school and where the number of such pupils does not justify the building of a permanent school building. If the policy of the board to abandon portables is to be successfully carried out at an early date, it becomes necessary to consider ways and means of taking care of pupils in those sections where portables have heretofore been assigned until the number of pupils to be accommodated would justify the erection of a permanent building.

In view of the shifting of school population from one section of the city to another, the enrollment in certain buildings is gradually being reduced. It is believed that the transportation of pupils to such buildings would keep such buildings more nearly occupied, would avoid building small elementary-school buildings which are uneconomical to operate, and would be an essential factor in the early abandonment of the portables now in use.

The superintendent recommends that the board give systematic attention to this problem during the coming year to the end that the final abandonment of all portables may be hastened.

CLERKS FOR ELEMENTARY SCHOOLS

From time to time during the past several years the board has received requests from parent-teacher associations and citizens' associations, as well as from school officials, that an appropriation be sought to provide clerical help in the elementary schools. No clerks have ever been provided for elementary schools. This was perhaps justifiable when elementary schools consisted of eight rooms with ~~a~~ teaching principal and most of the clerical work was done in the office of the supervising principal.

Now that the elementary-school organization has been increased in size to 16 or more rooms with an administrative principal, and the size of the division supervised by a supervising principal has been substantially increased, the clerical work falling on each elementary school and on the office of the supervising principal has greatly increased.

In view of the expense involved, it is probably not possible to provide a full-time clerk for each elementary school, even those with administrative principals.

Recognizing the necessity for providing clerical help to take care of the school records in elementary schools and render other service that clerks can perform, as well as more highly paid supervisory officers, the superintendent recommends that the board give consideration to the desirability of formulating a plan for providing additional clerical help in the offices of the supervising principals, said clerks to render service to individual schools, either in performing additional work for individual schools in the office of the supervising principal, or by being regularly assigned to the individual schools, or both. If such a plan can be successfully worked out and the appropriations secured to put the plan into effect, it may be possible to provide the necessary clerical help at a minimum cost.

APPOINTMENT OF ADMINISTRATIVE PRINCIPALS

The rules of the Board of Education now provide a plan for the appointment of administrative principals from rated lists of candidates prepared by the respective boards of examiners. The rules further provide the method of appointment of administrative principals from said lists. Since July 1, 1930, no person who does not possess a bachelor's degree from an accredited institution is eligible for appointment to an administrative principalship. The purpose to establish this eligibility requirement has long been recognized as desirable, and had the attention of the officers and the teachers' council, and was announced by the Board of Education a year before it was put into effect.

The general plan of examination for administrative principals contemplates that all persons who are candidates for such positions are in the education service in the District of Columbia. Appointments to elementary-school principalships have always been made from among persons in the service.

Attention is invited to the fact that the number of persons within the service eligible and qualified for appointment to the position of administrative principal is gradually decreasing. Only five persons qualified for appointment to administrative principals at the close of the last school year in divisions 1 to 9, and only one person qualified in divisions 10 to 13. It is apparent that the demand for administrative principals is greater than the supply of well-qualified persons within the school system.

In this connection, attention is invited to the fact that beginning in 1933 the preferential consideration given graduates of our teacher-training institutions will be lifted, and graduates of our own teacher-training institutions will compete with graduates of teacher-training institutions elsewhere for appointment as teachers in the schools of Washington.

The superintendent recommends that the Board of Education give consideration to the establishment of a procedure that will make it possible for well-qualified persons outside of the school service to take the examinations for administrative principalships and to qualify for appointment to such positions.



DISTRICT OF COLUMBIA

School Document No. 2: 1930

FISCAL STATISTICS
of the Public Schools of the
District of Columbia



Fiscal Year Ended June 30, 1930



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1931

FIRST ASSISTANT SUPERINTENDENT IN CHARGE OF
BUSINESS AFFAIRS:

I have the honor to transmit herewith the fiscal statistics of the public schools of the District of Columbia for the fiscal year ended June 30, 1930.

These statistics are compiled in accordance with the uniform school accounting report developed by a joint committee representing the Bureau of Education, the Department of Superintendence, the National Association of Public School Business Officials, and the Inter-City Conference.

The statistics cover the receipts and expenditures from the regular appropriations and from all supplementary funds.

Respectfully submitted.

R. W. HOLT,
Chief Accountant.

Approved and forwarded to the superintendent of schools.

J. J. CRANE,
*First Assistant Superintendent in Charge of
Business Affairs.*

Approved for publication.

FRANK W. BALLOU,
Superintendent of Schools.

RECEIPTS AND BALANCES—1930

Sources	State money		Local money	Total
	State money	Total		
Special appropriations from Federal, State, and county sources	\$2,764,847.22	\$9,246,794.70	\$12,011,641.92	
Emergency appropriations		\$101,750.00	101,750.00	
All other receipts: (a) fines and penalties; (b) gifts, bequests, contributions; (c) rents; (d) interest; (e) tuition (fees from patrons only), etc.		4,907.79	4,907.79	
Total revenue receipts				
Balance at beginning of year: Cash balance on hand from previous year			12,118,299.71	
Whole amount available for use during year			2,534,944.03	
			14,653,243.74	

PAYMENTS—ADMINISTRATION (GENERAL CONTROL)

Items	Salaries		Supplies	Other objects	Total
	Salaries	Total			
Board of education and secretary's office	\$11,120.00	\$1,710.61	\$2,817.95	\$15,648.56	
Finance office and accounts	23,747.00	591.13	405.00	24,743.13	
Office in charge of buildings and grounds	14,693.00	120.96	808.00	15,621.96	
Office in charge of supplies	16,000.00	374.88			
Operation and maintenance of administration buildings	7,980.00	2,555.40			
Superintendents of schools and their offices	78,376.00	2,879.45			
Administration of vocational and school census	11,720.00	383.02	3,172.00	84,427.45	
Administration of coordinate activities	3,200.00	65.12	850.00	12,953.02	
Other expenses of general control	8,360.00	326.12	590.12	9,276.24	
Total	175,196.00	9,006.69	8,653.07	192,855.76	

INSTRUCTION (GENERAL SUPERVISION)

	Schools	Supervisory clerical service	Other expenses of supervision	Total
Kindergarten instruction				\$7,000.00
Elementary instruction:				
Day school	249,000.00	\$12,180.00	\$4,033.73	265,213.73
Summer school	360.00	120.00	25.00	505.00
Evening school	900.00	300.00	27.86	1,227.86
Total elementary instruction	250,260.00	12,600.00	4,086.59	266,946.59
Special instruction:				
Education of the anemic	540.00	180.00	21.63	741.63
Education for the correction of defective speech	630.00	210.00		840.00
Education of mentally defective children	2,700.00	900.00	147.71	3,747.71
Classes for gifted children	360.00	120.00		480.00
Education of incorrigible (truant) children	1,800.00	600.00	30.22	2,430.22
Education of tubercular children	900.00	300.00	11.01	1,211.01
Total special instruction	6,930.00	2,310.00	210.57	9,450.57
High school instruction, including technical and commercial high schools:				
Day schools	35,000.00	30.00	25.00	35,025.00
Summer schools	90.00	150.00	53.22	120.00
Evening schools	450.00			653.22
Total high school instruction	35,540.00	180.00	78.22	35,798.22
Vocational, trade, and continuation schools	270.00	90.00	75.00	435.00
Grand total supervision	300,000.00	15,180.00	4,450.38	319,630.38

INSTRUCTION PROPER

	Administration	Clerical services	Teachers' salaries	Educational supplies	Textbooks, library books	Other expenses	Total
Kindergarten instruction			\$363, 400. 00	\$5, 921. 41			\$369, 321. 41
Elementary instruction:							
Day schools	\$105, 907. 00	\$1, 400. 00	2, 874, 614. 00	121, 357. 31	\$50, 585. 63	\$1, 000. 00	3, 154, 863. 94
Summer schools	4, 289. 74		11, 549. 30				15, 839. 04
Evening schools	3, 323. 78		12, 345. 45	475. 86			16, 145. 09
Total elementary instruction	113, 520. 52	1, 400. 00	2, 898, 508. 75	121, 833. 17	50, 585. 63	1, 000. 00	3, 186, 848. 07
Special instruction:							
Education of the amimic			7, 250. 00	126. 29			7, 376. 29
Education for the correction of defective speech			14, 500. 00	115. 15			14, 615. 15
Education of mentally defective children			58, 000. 00	922. 10			58, 922. 10
Classes for gifted children			4, 350. 00	111. 99			4, 361. 99
Education of incorrigible (truant) children			43, 500. 00	574. 65			44, 074. 65
Education of tubercular children			17, 400. 00	161. 56			17, 262. 90
Total special instruction			145, 000. 00	2, 011. 74			5, 721. 34
Intermediate or junior high school instruction	49, 600. 00	19, 500. 00	946, 700. 00	14, 281. 52	769. 21	710. 00	1, 031, 560. 73
High school instruction including technical and commercial high schools:							
Day schools	94, 000. 00	40, 300. 00	1, 391, 200. 00	20, 114. 11	1, 052. 78	1, 105. 00	1, 547, 771. 89
Summer schools	659. 96		13, 199. 20				13, 859. 16
Evening schools	3, 798. 60		50, 331. 45		992. 50		55, 122. 55
Total high school instruction	98, 458. 56	40, 300. 00	1, 454, 730. 65	21, 106. 61	1, 052. 78	1, 105. 00	1, 616, 753. 60

INSTRUCTION PROPER—Continued

	Administration	Clerical service	Teachers' salaries	Educational supplies	Textbooks, library books	Other expenses	Total
Vocational trade and continuation schools:							
Day schools-----	\$15,700.00		\$114,600.00	\$5,723.49			\$136,125.41
Evening schools-----	1,424.47		23,741.25	115.46			25,281.18
Total vocational trade and continuation schools-----	17,124.47		138,341.25	5,838.95	101.92		161,406.59
Teacher training (city normal schools)-----	8,500.00	\$7,520.00	132,700.00	841.39	441.63	\$80.00	150,083.02
Tuition payments to other school corporations-----						46,250.00	46,250.00
Total-----	287,203.55	68,720.00	6,079,380.65	171,834.79	52,951.17	54,866.34	6,714,956.50

COORDINATE ACTIVIES

Schools	Compulsory attendance	Medical inspection	Dental inspection	Nurse service	Total
Kindergarten instruction					22,730.40
Elementary instruction					9,254.52
Special instruction					324.72
Intermediate or junior high school instruction					64.94
High-school instruction, including technical and commercial high schools					97.42
Vocational, trade, and continuation schools					
Teacher training (city normal schools)					
Total coordinate activities					32,472.00

AUXILIARY AGENCIES

Items	Salaries	Other objects	Total
Transportation of children (physically defective)			
Community centers, including janitor service, fuel, and light	\$40,412.00	1,747.92	\$42,159.92
Operation of playgrounds, including janitor service, fuel, and light	3,299.80	9,086.47	13,286.27
School gardens	1,468.00	1,510.66	2,978.66
Total of auxiliary agencies	45,179.80	29,743.78	74,923.58

OPERATION OF SCHOOL PLANT

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Schools	Personal service— wages of janitors, engineers, etc.	Engineers' and janitors' supplies	Gas and elec- tricity	Fuel	Telephones	Other expenses of operation	Total
Elementary instruction	\$324,143.00	\$18,276.23	\$51,283.57	\$84,888.83	\$6,000.00	\$484,591.63	
Special instruction	16,320.00	573.29	838.52	753.04	100.00	18,584.85	
Intermediate or junior high school instruction	140,580.00	5,641.09	18,800.11	19,024.03	800.00	184,845.23	
High school instruction, including technical and commercial schools	216,320.00	6,879.58	26,623.29	51,062.15	2,650.00	303,535.02	
Vocational, trade, and continuation schools	11,880.00	491.40	3,826.45	3,021.40	220.00	19,439.25	
Teacher training (city normal schools)	22,380.00	898.35	2,731.91	4,052.88	230.00	30,293.14	
Total operation of school plant	731,623.00	32,759.94	104,103.85	162,802.33		10,000.00	1,041,289.12

FIXED CHARGES

Schools	Pensions	Rent	Compensation law	Total
Elementary instruction	\$121,354.42	\$4,285.00	\$2,496.56	\$128,135.98
Junior high	2,693.96			2,693.96
Special instruction	894.00	2,160.00		3,054.00
High school instruction, including technical and commercial high schools	25,873.75		1,248.29	27,122.04
Vocational, trade, and continuation schools		1,200.00		1,200.00
Teacher training (city normal schools)		8,684.37		8,684.37
Invested for liquidation of accrued liabilities		240,499.50		240,499.50
Total fixed charges	400,000.00	7,645.00	3,744.85	411,389.85

MAINTENANCE OF SCHOOL PLANT

Schools	Repair of buildings and upkeep of grounds	Repair and replacement of educational equipment and furniture	Total
Kindergarten instruction			
Elementary instruction			
Special instruction			
Intermediate or junior high school instruction			
High school instruction, including technical and commercial high schools			
Vocational, trade, and continuation schools			
Teacher training (city normal schools)			
Total maintenance of school plant	548,634.01	22,818.73	571,452.74

CAPITAL OUTLAY

Schools	Purchase of land	New buildings	Equipment of new buildings	Alteration of old buildings (not repairs)	Equipment for old buildings	Total
Kindergarten instruction						
Elementary instruction						
Special instruction						
Intermediate or junior high school instruction						
High school instruction, including technical and commercial high schools						
Vocational, trade, and continuation schools						
Teacher training (city normal schools)						
Total capital outlay	753,219.39	2,434,830.32	159,274.08	160,208.67	3,507,532.46	3,507,532.46

CONDENSED BALANCE SHEET

RECEIPTS AND BALANCES

Receipts-----	\$12,118,299.71
Cash on hand from previous fiscal year-----	2,534,944.03
Total-----	14,653,243.74

EXPENDITURES AND BALANCES

Total expenditures-----	12,866,502.39
Payments to United States Treasury-----	4,909.79
Carried to surplus fund-----	
1924—Buildings and grounds-----	\$16.02
1925—Buildings and grounds-----	982.27
1926—1928—Furniture and equipment-----	7,050.07
1927—Salaries-----	3,835.96
1925—1928—Buildings and grounds-----	6,405.35
1925—1927—Building and playground sites-----	4,437.70
Building and grounds (60/40 appropriation)-----	70,832.09
1928—	
Salaries-----	\$53,259.30
Deaf, dumb, and blind-----	1,000.00
Miscellaneous maintenance-----	907.00
Science laboratories-----	550.25
Repairs to buildings-----	4,547.49
Rents-----	440.00
Curtain, Central and Dunbar-----	9,914.81
Playgrounds-----	40.94
	70,659.79
Cash on hand at end of fiscal year:	164,219.25
Buildings and grounds-----	1,587,696.42
All other appropriations-----	29,915.89
	1,617,612.31
Total-----	14,653,243.74

SUMMARY OF EXPENDITURES

Functions of expense	Amount	Per cent of maintenance fund
General control-----	\$192,855.76	2.06
Instruction-----	7,034,586.88	75.16
Coordinate activities-----	32,472.00	.35
Auxiliary agencies-----	74,923.58	.80
Fixed charges-----	411,389.85	4.39
Operation of school plant-----	1,041,289.12	11.13
Maintenance of school plant-----	571,452.74	6.11
Total maintenance-----	9,358,969.93	100.00
Capital outlay-----	3,507,532.46	-----
Grand total expenditures-----	12,866,502.39	-----

SUPPLEMENTARY FUNDS

Receipts:

Child labor law badges—Deposits	\$18. 50
Community center department—	
Athletics, swimming, etc.—	\$4, 606. 76
Educational, civic, social, and recreational groups—	17, 129. 88
Entertainments, concerts, lectures, etc.—	12, 663. 44
Janitor's service (deposit)—	2, 968. 83
Other sources—	6, 495. 18
	43, 864. 09
Galt legacy fund—Interest	85. 00
General school fund—	
Deposits—	4, 599. 64
Entertainments, donations, etc.—	64, 093. 84
Fees and sales—	61, 688. 53
Interest—	632. 31
Loans—	3, 823. 15
Lunch rooms and bookshops—	319, 918. 11
Transfers—	2, 068. 48
	456, 824. 06
Kober legacy fund—Interest	40. 00
	500, 831. 65

Cash on hand beginning of year—

Child labor law badges—	369. 31
Community center department—	4, 213. 26
Galt legacy fund—	226. 00
General school funds—	40, 828. 62
Kober legacy fund—	105. 00
	45, 742. 19
Total cash on hand—	
	546, 573. 84

Expenditures:

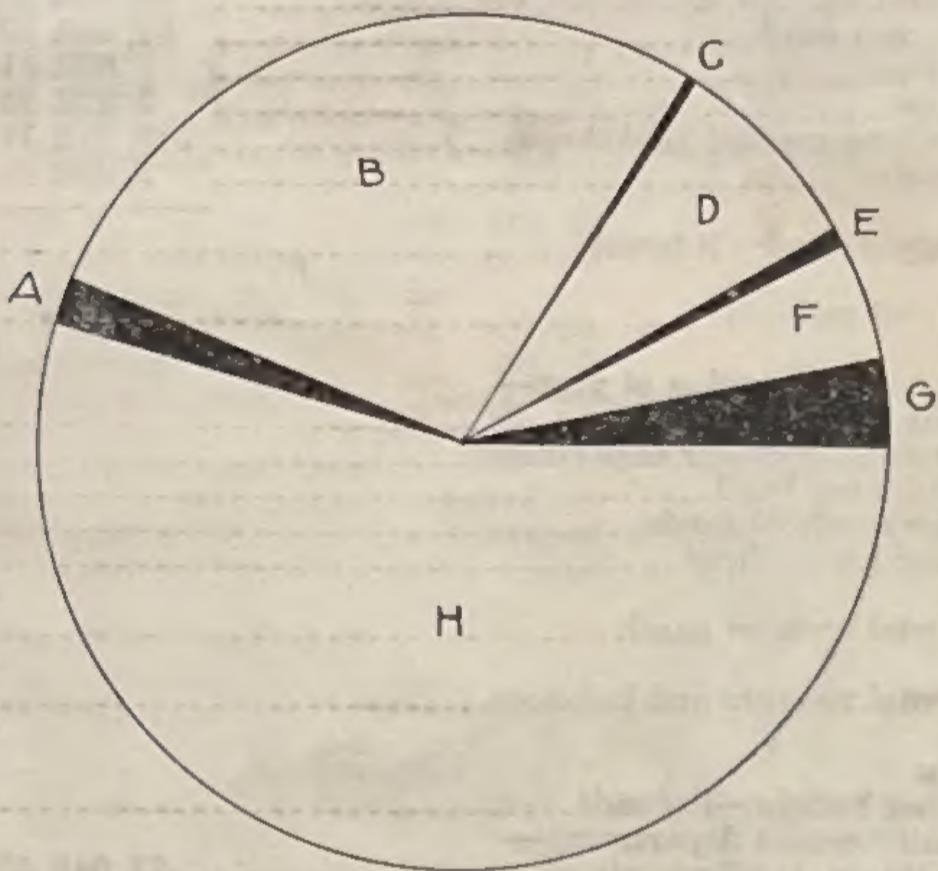
Child labor badges—Refunds	19. 00
Community center department—	
Assistants, teachers, etc.—	23, 048. 53
Club allowances—	56. 25
Equipment—	217. 02
Janitor's service—	4, 039. 14
Musicians—	2, 578. 28
Postage—	636. 97
Printing—	2, 353. 81
Refreshments—	435. 64
Supplies—	1, 633. 92
Other purposes—	7, 261. 58
	42, 261. 14
Galt legacy fund—Prizes	60. 00
General School Funds—	
Equipment—	16, 056. 58
Loans—	1, 965. 00
Lunch rooms and bookshops—	304, 957. 77
Materials—	105, 676. 23
Red Cross—	1, 577. 64
Replacement and repair of equipment—	15, 572. 80
Refunds—	4, 069. 60
Transfers—	2, 068. 48
	451, 944. 10
Kober legacy fund—Prizes	
	494, 284. 24

Expenditures—Continued.

Cash on hand at end of year—

Child labor law badges	\$368. 81
Community center department	5, 816. 21
Galt legacy fund	251. 00
General school funds	45, 708. 58
Kober legacy fund	145. 00
Total cash on hand	52, 289. 60

Total expenditures and balances..... 546, 573. 84

DISTRICT OF COLUMBIA PUBLIC SCHOOL DOLLAR
AS EXPENDED IN 1929-30

	Cents
A. General control	1½
B. Capital outlay	27½
C. Coordinate activities	¼
D. Operation of school plant	8
E. Auxiliary agencies	½
F. Maintenance of school plant	4½
G. Fixed charges	3½
H. Instruction	54½

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